REPORT RESUMES

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# A TEACHER'S GUIDE FOR ADULT BASIC EDUCATION.

BY- BROWN, ANTRONETTE
MISSOURI STATE DEPT OF EDUCATION, JEFFERSON CITY
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COMPILED AS AN IDEA AND INFORMATION GUIDE FOR TEACHERS OF ADULT BASIC EDUCATION, THIS DOCUMENT INCLUDES DETAILED TEACHING OBJECTIVES, METHODS, AND MATERIALS (FILMS, FILMSTRIPS, BOOKS, TRANSPARENCIES). THE COURSE INCLUDES (1) READING AND COMMUNICATION SKILLS--PHONICS, VOCABULARY, REFERENCE, AND SO ON, (2) SOCIAL STUDIES--GOVERNMENT, GEOGRAPHY, HISTORY, WORLD AFFAIRS, CITIZENSHIP, ECONOMICS, SOCIAL AND POLITICAL PROBLEMS, (3) MATHEMATICS--COMPUTATION, FRACTIONS, MEASUREMENT, GEOMETRY, BASIC ALGEBRA, AND (4) SCIENCE--HEALTH AND SAFETY, BIOLOGY, AND PHYSICAL SCIENCE. EACH LEARNING OBJECTIVE IS REINFORCED WITH SUGGESTED PRACTICAL AND COMMON EXPERIENCE APPLICATIONS. AMONG THE SUGGESTIONS FOR SUCCESSFUL CLASSROOM LEARNING EXPERIENCES ARE--INDIVIDUALIZED STUDY, CREATION OF INFORMAL AND FRIENDLY CLASSROOM CLIMATE, DRAMATIC PRESENTATION OF MATERIAL, UTILIZATION OF PROGRAMED MATERIAL AND TECHNOLOGICAL DEVICES, AND INCLUSION OF SOCIALIZATION OPPORTUNITIES IN INSTRUCTIONAL PROCEDURES. LISTS OF ACHIEVEMENT, DIAGNOSTIC, READING READINESS, AND APTITUDE AND INTEREST TESTS ARE INCLUDED. (THE DOCUMENT INCLUDES A BIBLIOGRAPHY.) (PT)

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# ADULT BASIC EDUCATION

## *A Guide For Teachers*

AC001 409

**HUBERT WHEELER**
*Commissioner of Education*

# A TEACHER'S GUIDE FOR ADULT BASIC EDUCATION

**Publication No. 134 G**
**1967 Revision**

**HUBERT WHEELER**
**Commissioner of Education**

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# FOREWORD

This guide represents another important step in offering to every individual in Missouri the opportunity to secure education which will meet his needs and desires. It is evident that the committee was interested in new approaches to the age old problem of what to teach, as well as how to teach.

The committee is to be commended for organizing this guide in accordance with the national trends in Adult Basic Education. The Adult Basic Education teacher will surely find this guide helpful in implementing a more effective instructional program. The hard work and committee put into this guide is deeply appreciated.

Hubert Wheeler
Commissioner of Education

# A Viewpoint Of Adult Basic Education

Implementation of new ideas and of change are critical factors in education today. Problems related to the process of change are primarily related to interpersonal relationships and the establishment of new roles for people in the changing structure. The need has existed for a change in the basic structure of the Adult Basic Education curriculum and in the people involved at all levels.

In order to accomplish this we must address ourselves to all factors related to change in a total educational endeavor. Also, we must take a long hard look at the content and goals of basic education in this scientific technological age. To assist people to become fully functioning members of the 1970's society, we must concentrate on consumer economics, household sciences and civic responsibility as well as the 3r's. Our goal must be to help people do and THINK in the computerized jet age.

The continued success of the Adult Basic Education Program will depend upon the skill of the teachers as they reshape the lives of the educationally deprived people who find themselves in the poverty cycle but who must learn to relate to the new emerging society.

Derek N. Nunney
Director of Adult Basic Education
U. S. Office of Education

OUR PURPOSE IS TO COMPILE A BOOK
OF IDEAS AND INFORMATION
THAT THE TEACHER WILL REFER TO FREQUENTLY
FOR HELP
WITH WHAT TO TEACH
AND HOW TO TEACH
AND WHERE TO FIND IT.

# THESE ARE THE THINGS WE BELIEVE

The adult in need of basic education
will not necessarily be helped
by the teacher
who assumes that greater success in life,
material things,
will follow success in basic school subjects,
and who therefore confines himself to being
a teacher!

Fears ingrained by background
and lack of confidence
and strangeness around new people
and old failures
and awareness of poor clothes, of poor speech,
and racial discrimination,
and the weight of routine,
may be immovable blocks
to a qualified teacher.

# BUT REMOVABLE BLOCKS TO

a smile that says, "Welcome!"
a smile that introduces a new friend,
a smile that accepts mistakes,
a smile that compliments a good try,
a hand that grasps warmly,
a hand that offers a cup of coffee,
a hand that gives individual help,
a hand that helps with a coat,
a voice that has a first name,
a voice that asks about children,
a voice that says, "Thank you for coming."
a voice that says, "Good! You're doing fine!"

# THE ADULT BASIC EDUCATION PROGRAM

Since the beginning of Adult Basic Education in Missouri in 1964 the program has been a growing concern. Why? Because it is a program with a purpose and goal to reach. The 1960 census revealed that of the 2,492,553 persons 25 years of age and over in Missouri, 1,158,362 of them had completed less than nine years of school and an additional 421,879 individuals had completed eighth grade but not high school.

There is a diminishing need for unskilled manpower in today's work force. In reality, automation and machines are replacing unskilled labor at a very rapid pace. Aside from this, the labor force is growing due to the increase in total population. With the majority of work being done by machines and computers, there will be an abundance of free time. The working day will be shortened and longer paid vacations will be a reality.

Adult Basic Education offers opportunity to those who were not able to acquire an education. The unskilled labor force is able to train today for tomorrow's jobs, and better themselves and their families in the process.

Individual citizens will have much free time in the future. Adult education offers a chance to become a well-rounded individual and a challenge to gain new enjoyment and educational experiences.

# ADULT BASIC EDUCATION PROGRAMS SHALL BE DESIGNED TO

Offer the adult with little or no formal education the opportunity to initiate or continue his education.

Provide understanding of the responsibilities which accompany his rights as a citizen.

Enable the adult to develop the fundamental skills of communication - listening, speaking, reading, writing, and the basic skill of numbers.

Provide the learner with the opportunity to acquire the elements of health, science, and social studies which will enable him to better understand and join in the life of his community and nation.

Relate learning to the world of work.

Develop the confidence of each adult in his own ability to learn.

Furnish the learner with a constant series of successful learning experiences to better reorient his attitudes.

Seek the maximum development in the minimum time.

# SOME SUGGESTIONS FOR SUCCESSFUL TEACHING

Learning is a behavioral change in an individual. Behavioral changes do not become a part of a person until he has reinforced them through use. Remember, students don't learn as a result of what teachers do, but as a result of what teachers get them to do.

A successful teacher in a basic education program must be able to create within the classroom a kind of atmosphere or climate which promotes self-confidence and a desire for self-improvement on the part of each student, to the end that learning becomes a desirable and pleasurable activity. The manner in which this is achieved will depend on the teacher.

A variety of methods, devices, and ideas may be used to achieve desired realistic goals. Whatever approach is used in creating the desired psychological climate. The adult student must realize that he is learning something that he considers to be worthwhile and important to him at every meeting of the class.

# SOME SUGGESTIONS FOR CONDUCTING CLASS SESSIONS

Talk over specific objectives with individual students. Teachers and students should agree on those that are worthwhile.

Individualize study and use small group activities.

Provide for informal classroom environment.

Plan each class session as a dramatic presentation.

Provide students with background for what they are learning.

Remember that adult students have a great deal of experience to share.

Plan for continuous pupil participation.

Utilize programed material and technological devices.

Allow time for socialization and getting to know one another. Socialization should be built into the instructional procedures of the program.

Be prepared for students arriving and leaving throughout the semester.

Be available for discussing problems that affect class work.

# MORE SUGGESTIONS

In teaching adults, there are few set rules or established procedures that must be rigidly followed. The course outlines are flexible. What follows in this book is one way.

It is important to remember that a good teacher of adults
is flexible,
plans his course of study with the students,
remains sensitive to the experiences that the
adult brings to the classroom.

Most men and women involved in adult learning activities have the choice of dropping out at any time or remaining until the completion of the course. This lack of the compulsory aspect makes adult education a direct challenge to the holding power of the teacher.

If his classes drag,
if his techniques are boring,
if he doesn't maintain the interest of all,
he may find himself facing an empty classroom!

# INSTRUCTIONAL PROGRAM

## Reading And Communication Art

| | |
|---|---|
| Level I | Grades 1- 3 |
| Level II | Grades 4- 6 |
| Level III | Grades 7- 8 |
| Level IV | Grades 9-12 |

## Social Studies

| | |
|---|---|
| Level I | Grades 1- 3 |
| Level II | Grades 4- 6 |
| Level III | Grades 7- 8 |
| Level IV | Grades 9-12 |

## Mathematics

| | |
|---|---|
| Level I | Grades 1- 3 |
| Level II | Grades 4- 6 |
| Level III | Grades 7- 8 |
| Level IV | Grades 9-12 |

## Science

| | |
|---|---|
| Level I | Grades 1- 3 |
| Level II | Grades 4- 6 |
| Level III | Grades 7- 8 |
| Level IV | Grades 9-12 |

# READING AND COMMUNICATION ARTS

## LEVEL I

The teacher should begin work in the section of the reading and communication arts that fits the frustration level of the student.

| WHAT WE TEACH | HOW WE TEACH | MATERIALS |
|---|---|---|
| Readiness experiences such as the recognition of colors, the ability to make indefinite comparisons and practice of left to right eye movements. | Work individually with students to check their knowledge of colors and any indication of color blindness. | Magazine pictures in color comic books; various colored pencils |
| | Teach such concepts as big, bigger, biggest; small little, smallest, smaller, alike, different. | Various sizes of blocks, beads, or other objects<br>Steps to Learning - Book I<br>I Want to Read and Write |
| | Show and discuss a picture. | Steck-Vaughn |
| | Practice left-right eye movements. | Talking It Over<br>Follett Publishing Company |
| | Give practice in grouping designs which are alike. | Reading Readiness Charts<br>Ideal Company |
| Determination of the extent of sight vocabulary of each student. | Using copies of approved word lists, ask students to circle words which they recognize; follow up with oral pronunciation of words to check correctness of their responses. | Colored Tablets<br>Kenworthy Company<br>Dolch Word List<br>Thorndike's First 500 Words |
| | Use oral reading scales. | Oral Reading Paragraphs - Botel<br>Reading Inventory<br>Follett Publishing Co. |
| | Use flashcards to determine the student's knowledge of basic words. | Economo Sentence Builder<br>Milton Bradley |
| Immediate success for the non-reader by building a vocabulary of instantly recognized words. | Introduce selected words from a story to the group; students pronounce them repeatedly. Drill. Then read the story. | Mott Reading Scale<br>Learning to Read and Write<br>Holt |
| | Have students write words that they are learning. | Reading For A Purpose<br>Getting Started<br>Follett |

| WHAT WE TEACH | HOW WE TEACH | MATERIALS |
|---|---|---|
| | Use reading machines for individual work. | Language Master Set 1 - Word Picture Program<br>Bell and Howell |
| | Provide story charts for reading. | |
| | Have students read story from a projected transparency. | |
| Development of confidence and continued success in reading through practice. | Reproduce a story that students have learned to read, but leave some blanks. Ask students to complete the sentences. | Transparencies - Phonics 6LE<br>3M Visual Products Company |
| | Provide a list of common words seen in the community and students are taught to remember them by sight. Example: Stop, Go, Exit, etc. | English Lessons For Adults<br>Harcourt Brace Company<br>Signs From Learning To Read and Write<br>Holt |
| | Divide sentences from a story into two parts. Mix them up and ask students to match the two parts. | Steps to Learning - Book 2<br>Steck-Vaughn |
| | Urge students to practice good handwriting habits. | |
| Reinforcement of sight vocabulary and indentification of words through configuration clues and establishment of finer visual discrimination. | Provide worksheets so that students may pick out differences in long words and short words, capital letters and small letters, short letters and tall letters. | The Spy in the Sky<br>Series I Reading<br>Behavioral Research Laboratories |
| | Have students find words that are alike in sets of words. Example: am-an-in -and-an | Filmstrip:<br>Improve Your Handwriting<br>McGraw Hill |
| | Teach adults to write the letters of the alphabet; this may be done as letters appear in words or they may be written in sequence. | Film:<br>Milestones in Writing<br>Series - Pictograph and Alphabet<br>Contemporary Films Division |

| WHAT WE TEACH | HOW WE TEACH | MATERIALS |
|---|---|---|
| | Give students experience of picking out the words they have learned by sight from a list of similar words which have not been studied. | |
| | Make a game of matching letters of the alphabet. | |
| | Flash a letter or words on the screen for reproduction by students on paper. | |
| | Devise a sheet so that students supply missing parts of a word. | Reading For A Purpose<br>Getting Started, Communications 1<br>Follett Publishing Company |
| | Give oral directions so that students circle capital or small letters on a prepared sheet. | Learning To Read and Write<br>Holt |
| | Have students draw lines between letters that are alike on a worksheet. | Steps to Learning, Books 1 and 2<br>I Want to Read and Write Adult Reader<br>Steck-Vaughn |
| Recognition of words through means of structural analysis and study of root words, word families, prefixes and suffixes. | Teach students to recognize words that begin with the same letter. | English Lessons For Adults<br>Harcourt-Brace Company |
| | Ask students to find word elements in longer words that are familiar to them. | Programmed Reading for Adults - Book 1<br>The Letters of The Alphabet<br>McGraw-Hill Company |
| | Ask students to change sentences by rewriting them with an added prefix on a word. Example: The man tied the dog. The man untied the dog. | System for Success-Book 1<br>Follett Publishing Company |
| | Assist students to learn to make new words by adding suffixes to roots; for example, er and ing may be added to sing. | Building Your Language Power 1<br>Silver Burdett Company |

| WHAT WE TEACH | HOW WE TEACH | MATERIALS |
|---|---|---|
| | Supply a study sheet made of two lists of words, the second made from roots of the first. Students draw lines between the related words. | **Operation Alphabet T.V. Home Study Book**<br>NAPSAE<br>**News For You**<br>Syracuse University |
| | Give exercises for students to divide words into syllables. | **Programmed Reading For Adults Book 3**<br>McGraw-Hill Company |
| | Provide work in simple alphabetizing of words. | Filmstrip:<br>**Vowel Sound Helps You**<br>Society For Visual Education |
| Word recognition skill through phonetic analysis such as beginning and ending sounds, rhyming words, and two letter consonant digraphs. | Present short vowels by sounding them and allowing students to give words that have short vowels. | |
| | Use a record and student workbooks for a study of phonics. | **American Incentive To Read**<br>AIR |
| | Use programmed instruction to teach sounds. | **Programmed Reading For Adult-The Sounds of Letters**<br>McGraw-Hill Company |
| | Have students match letters with sounds. | **Series I Reading, Books 1,2,3**<br>Behavioral Research Laboratories |
| | Use phonics charts. | **Initial and Final Consonants Charts**<br>Ideal |
| | Introduce the study of families of words. | Photo-Phonics Gifted Teachers Books, Inc. |
| | Suggest that students compile a booklet of pictures of words beginning with a common sound. | **Basic Primary Phonics, Groups 1,2,3**<br>Society For Visual Education |
| | Show filmstrips and discuss as it progresses. (Vowels and Consonants.) | **Phonetic Drill Cards**<br>**Phonetic Quizmo**<br>**Phonetic Word Analyzer**<br>Milton Bradley, Publisher |

| WHAT WE TEACH | HOW WE TEACH | MATERIALS |
|---|---|---|
|  | Use phonic cards.<br>Play phonic games. | **Picture Phono Cards**<br>Kenworthy, Publisher |
|  | Show filmstrips to build vocabulary; include rhyming words, synonyms, homonyms, prefixes, suffixes, singular and plural, and beginning to use the dictionary. | Group-Size Consonant Cards-Dolch<br>Filmstrip:<br>**Fundamentals of Vocabulary Building**<br>Eyegate, Publisher |
|  | Teach sounds using transparencies with overhead projector. | Phonics 1 - LE **Initial Consonants**<br>**Sounds B to L**<br>No. 2-LE **M to Z**<br>No. 3-LE **Consonant Combinations**<br>No. 4-LE **Review of Vowel Sounds**<br>3M, Visual Products Company |
|  | Teach sounds with Language Master. | Language Master Phonics Program-Sets 1,2,3 |
| Recognition of paragraph organization | Teach students to recognize paragraphs in a story. | **Live and Learn**<br>Noble and Noble Publishing Company |
|  | Discuss and show students how to pick out the main idea in a paragraph. | **Reading Skills**<br>Fearon |
|  | Point out how sentences in a paragraph should be punctuated and discuss simple rules for capitalization. | **Reading Skill Builders,** Grades 1,2,3<br>**Adult Readers Steps** 1,2,3<br>Readers Digest Services |
|  | Learn to write simple paragraphs. | Filmstrip:<br>**Let's Start With Key Words**<br>Society for Visual Education |
|  | Write titles for articles from magazines newspapers, periodicals or stories. |  |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
|  | Teach students about the relative role of heading and subheading. | **Improve Your Punctuation**<br>McGraw-Hill Company |
|  | Using newspapers, discuss paragraphing found in news articles. | Transparencies:<br>**Elementary Punctuation, Part 1**<br>**Capitalization 18-E**<br>3M Visual Products Company |
|  | Plan for practice in learning to spell common demons. |  |
| Development of the ability to read with comprehension. | Through reading and discussion help students to do the following:<br>-Recognize key thoughts of a story<br>-Interpret feelings of persons being read about<br>-Select specific sentences from articles . . . sentences that refer to the picture.<br>-Recognize implied meanings.<br>-Be able to find solutions to problem stories.<br>-Form sensory images of articles<br>-Indentify cause and effect relationship<br>-Summarize the selection<br>-Match list of phrases that are similar in meaning but worded differently. | **Readers 1-8 (Sullivan)**<br>**Programmed Reading Series 2 (Sullivan)**<br>**Why Work Series**<br>Behavioral Research Laboratories<br><br>**English Lessons For Adults**<br>Harcourt Brace<br><br>Film:<br>**Reading Improvement-Comprehension**<br>Coronet |
|  | Prepare questions to direct silent reading. |  |
|  | Use reading machines to improve comprehension. | **Reading For Understanding**<br>Junior Education<br>Science Research Associates |
|  | Develop the ability of the students to read and find |  |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| | answers by using the following techniques:<br>-Select words that answer questions<br>-Use simple true and false quiz<br>-Justify answers of articles by reading aloud<br>-Take notes that answer questions<br>-Read to prove or disprove questions | |
| | Assist students in understanding the importance of sequence of ideas by performing the following tasks:<br>-List facts in order<br>-Follow sequence of newspaper or magazine articles, telling of unfolding of events. | |
| Increased reading speed | By use of transparencies, teach students to increase their reading speed. | English No. 10-E-S Basic Reading Part 1<br>English No. 11 E-S Basic Reading Part 2<br>3M Visual Products Company |
| | Administer Reading Time Tests. | Gates Reading Tests (LC, RV, GS, ND)<br>Teachers College, Columbia, University |
| | Flash sentence cards and require students to recall what they saw. | |
| | Use reading machines to increase speed. | |
| Improvement in oral reading | Use a tape recorder for diagnostic purposes. | |
| | Use a video tape recorder to record overt behavior and voice for diagnostic purposes. | |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
|  | Divide the class into small groups and read orally to one another. |  |
|  | Show films and filmstrips on speech, pronunciation and enunciation. | Film:<br>Speech-Using Your Voice<br>McGraw Hill |
|  | Teach students to recognize punctuation marks as they read. | Filmstrip:<br>Pronouncing Words Correctly<br>News For You<br>Syracuse University |
|  | Learn to read selected articles from the daily newspaper; read orally and discuss. |  |
| Further development of vocabulary and increased word power. | Before each reading lesson, place a list of words on the chalkboard for discussion and drill. |  |
|  | Learn to use the dictionary by filmstrips, film, and practice in class. | Filmstrip:<br>Dictionary and Other References<br>Hearing Sounds in Words<br>Letters Which Work Together<br>Popular Science |
|  | Use flashcards for vocabulary drill. |  |
|  | Create a spelling list from reading lesson and assist students in learning to spell these words. | Password<br>Milton Bradley |
|  | Use educational word games. | The Syllable Game<br>Take<br>Dolch |
|  | Build a vocabulary of words used in daily living experiences such as words from safety signs, telephone directory, grocery items, advertisements, directional signs, driving. |  |
| Advanced skills in attacking new words through structure, phonics, and context. | Discuss, show filmstrips and do exercises to recognize and understand antonyms, homonyms, and synonyms. | Filmstrips:<br>Synonyms<br>Jam Handy<br>Homonyms<br>Prefixes and Suffixes<br>Improve Your Punctuation<br>McGraw Hill |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| | Suggest that students keep a list of new words they have learned; they learn to write the words in sentences using good usage, punctuation, and capitalization | |
| | Provide exercises for making compound words. | |
| | Formulate words by having students supply prefixes and suffixes. | |
| | Use word cards for students to build sentences. | Word and Phrase Sentence Builders Cards<br>Kenworthy |
| | Give practice in looking up words in a dictionary and determine how to pronounce them by looking at diacritical marks. | Films:<br>We Discover the Dictionary<br>Look It Up<br>Coronet |
| | Teach students to sound out multi-syllable words. | |
| | Provide experiences in using contractions. | |
| | Present new words in different content. Students are taught to recognize accented syllables and pronounce. | |
| | Discuss the meaning of context and ask students to determine meaning of words from their contextual use in a sentence. | Filmstrip:<br>Context Clues<br>Eyegate |
| | Have students match words with phrases. | |
| | Pass out a duplicated selection and ask students to supply missing words. | |
| | Tape a short article as it | |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| | is read from a textbook. Have the class underline words as it is played back. | |
| Techniques for finding needed information | Identify the parts of a book and help students to know how to use them. Practice using the telephone directory. | |
| | Tour the library and point out how and where books, magazines, newspapers, and other materials are located. | |
| | Pass out road maps and study them. | |
| | Learn to use the want ad section. Role play a person seeking to answer an ad and one placing an ad. | |
| | Give practice in finding geographical places on a globe. | |
| | Use, with students, the index of merchandise catalogs; they learn to fill out written orders and make telephone orders. They may practice writing letters about their orders. | |
| | Teach students to use all parts of the dictionary. | |
| | Give practice in using the encyclopedia. | |
| | Drill on alphabetizing. | |
| Opportunities for practice in following directions. | Use programmed instruction for experience in following directions. | Lessons for Self-Instruction in Basic Skills (Following Directions)<br>California Test Bureau |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| | Supply washing instructions for various garments. Use an opaque projector to show on a screen; Discuss | |
| | Discuss instructions for operating appliances, for taking medicine, for making long distance calls, for sending a telegram by calling. Role play. | Bell Telephone Company Equipment<br>Sample instruction tags |
| | Allow students to give and follow directions to find various places in the community. | |
| | Pass out sample application forms and let students follow directions in completing them. | |
| | Give practice in following directions in cook books. | |
| | Give practice in listening. | |
| | Make regular trips to the library to select books to read. | |
| | Share information gained in the newspaper. | |
| | Bring magazines to class for enjoyment of reading. | |

# READING AND COMMUNICATION

## LEVEL II

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| Further development of word recognition through structure. | List on the chalkboard bases of words from which other words are built. Example: Fixus (to set or fix). From this, the words prefix and suffix, arise. | |
| | Display at least one "word origin" book explaining what entymology means. Use the dictionary to find other roots from which words are made. | Filmstrips:<br>**Unusual Word Origins**<br>**Words Derived From Other Languages**<br>**Keys to Word Building**<br>**Synonyms, Antonyms, & Homonyms.** |
| | Ask each student to create a vocabulary notebook of roots and related words made from them. | McGraw-Hill |
| | Show filmstrips on aspects of word structure discussing them as the strip is presented. | **Roots and Shoots**<br>Society for Visual Education |
| | Discuss the history of the origin of words. Use a dictionary to discover interesting origins. | |
| | Show a filmstrip of homonyms. Have students look them up in the dictionary and discover meanings. | |
| | On a prepared sheet, list contractions. Ask students to write the words from which they come and to learn to spell them. | Film:<br>**Spelling Is Easy**<br>Coronet |
| | Introduce rules for making plurals. Make up plurals from singular nouns. | Filmstrip:<br>**Plurals**<br>Society for Visual Education |
| | Show common abbreviations (Days of week, months, measurements, | **English That We Need**<br>Frank E. Richards, Publisher |

| HOW TO TEACH | WHAT TO TEACH | MATERIALS |
|---|---|---|
|  | titles, names, states) Provide exercises for reinforcement. | **Help Yourself to Read, Write, and Spell.**<br>Educational Development Corp. |
|  | Provide experiences for practicing alphabetizing. | Ginn & Company |
| Further development of word recognition through likenesses and differences of sounds. | Review the 24 consonant sounds (q,p,t,k,ch,b,d,g,j, f,v,s,z,sh,zh,(Jacque), r,b, m,n,ng, (strong), th, (thick), th, (them, y,w, and h. | 3M Transparencies or spirit masters<br>Phonics 3 - Consonant Combinations and Review of Initial Consonant Sounds<br>Phonics 4 - Review of vowel sounds |
|  | Review the 15 vowel sounds, Five vowel sounds are short. Five vowel sounds are long. oo (look ou (out) oi (oil) au (haul) and Schwa sound (stir, were, learn, burn, world.) | Phonics 6 - Review of vowel and consonant sounds and compound word building.<br>Phonics 7 - Short Vowels Initial Consonant substitution<br>Phonics 8 - Long Vowels Initial Consonant |
|  | Show the difference between hard and soft C's and G's. | 3M Visual Products |
|  | Example:<br>Single consonant sounds. | Filmstrips: |
|  | Soft C - cent, city, cycle | **Hearing Sounds In Words** |
|  | Hard C - call, cap, cop | **Consonant Sounds** |
|  | Soft G - gentle, gym, ginger | **Tricky Consonant Sounds** |
|  | Hard G - gas, gun, game | Popular Science |
|  | Give a list of words; have students place the words in the proper column. | Classroom Vocabulary Program IV 4-5-6 |
|  | germ curl<br>cereal carry<br>cyclone guest<br>cigar gypsy | Phonics Practice Set 1<br>Phonics Practice Set 2 |

**WHAT TO TEACH**

**HOW TO TEACH**

| Soft C | Hard C |
|---|---|
| ______ | ______ |
| ______ | ______ |
| ______ | ______ |
| ______ | ______ |

| | |
|---|---|
| guard | ceiling |
| cotton | gelatin |
| gone | civics |
| geography | cut |

| Soft G | Hard G |
|---|---|
| ______ | ________ |
| ______ | ________ |
| ______ | ________ |
| ______ | ________ |

Study combinations of consonant blends.

Study diphthongs and make word families of like sound.

| Example: | au | oy |
|---|---|---|
| | auto | boy |
| | haul | destroy |
| | sauce | loyal |

| oo | oo | ou |
|---|---|---|
| boot | foot | house |
| school | cook | found |
| food | look | count |

Make word lists using various blends.

Example:
- bl-blank, blend
- br-broke, bring
- cl-class, claim
- cr - crane, crime
- dr - drive, dream
- fl - flame, flower
- fr - friend, frame
- gl - glide, glory
- gr - grind, grand
- pl - please, pleasant
- pr - prove, pride
- sc - scamper, scarce

**MATERIALS**

Prefix Mastery
Suffix Mastery

Filmstrip:
Who's Mispronouncing
Eyegate
Words and Their Ways
Society of Visual
Education

English in Action
Tressler
D.C. Heath and Company

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| | scr - scream, scroll<br>sm - smoke, smile<br>sn - snare, sniper<br>sp - spurn, spank<br>spr - spree, sprout<br>tr - train, tramp | Using Good English<br>Laidlow Brothers |
| | Study two-letter combinations that make a new sound.<br>Example:<br>ch - chair<br>ph - phone<br>sh - shower<br>th - third<br>wh - while | Essentials of Modern English<br>Mac Millan |
| | Review long and short vowel sounds. Show how vowel sounds change when followed by R.<br>Example:<br>ar - farmer<br>er - were<br>ir - girl<br>or - fortune<br>ur - hurt | |
| | Give sentences in which two letters, a vowel and an R, be filled in to complete a word.<br>Example:<br>We use a knife and a f—–k to eat.<br>Her sk—–t matches her sweater.<br>There was no h—–m done by the mistake.<br>There was no h—–m done by the mistake.<br>I have lost my p—–se.<br>Det—–gents get out d—–t. | |
| Progressive growth in reading comprehension. | Ask students to check for the sentence in a paragraph that best summarizes the reading selection. | Film:<br>Making Sense With Sentences<br>Coronet |

**WHAT TO TEACH**

**HOW TO TEACH**

Read a story for clues to character. Have students select from a group of statements the ones that correctly interpret a part of the story.

Make two columns (after reading a story) one for cause - the other for effect and have students match the columns.

Compile a list of true and false sentences. Have pupils react to them (oral or written).

For character descriptions, match character names with descriptive phrases.

Discuss punctuation marks as an aid to understanding.

A. Quotation marks (single and double)
B. Commas
   - person addressed
   - series
   - in quotations
   - in compound sentences
   - appositives
   - after yes or no
C. Apostrophe
   - possessions
   - omission
D. End punctuation
   - period
   - question mark
   - exclamation point

Have students read a story and write a paragraph summarizing it. Point out topic sentences, supporting sentences and concluding sentences.

**MATERIALS**

**Skill Builders (Grades 4, 5,6)**
Reader Digest Services

**Why Work Series Reading Kit**
Behavioral Research Laboratories

**Practice Readers Books, D. & F.**
McGraw-Hill

**How to Read Better, I and II**
Steck Vaughn

**Springboards,**
Portal Press, Inc.

**Full Speed Ahead**
Follett

**I Want to Learn English**
Steck - Vaughn

**Individual Corrective English**
McCormack-Mathers

**Lessons for Self Instruction in Basic Skills**
Punctuation
California Test Bureau

**Lessons for Self Instruction in Basic Skills**
Capitalization
California Test Bureau

**Spoken Drills and Tests in English**
**An Oral Language Practice Book**
Harr Wagner

Filmstrip:
**Punctuation Filmstrip Series**
McGraw-Hill

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
|  | Use oral exercises for reinforcement. |  |
|  | Assist students to develop attention, concentration, accuracy, and self confidence as an aid to understanding. | Classroom Reading Program IV<br>Steps 1-2-3-4<br>Tachest-O-Film<br>Learning Through Seeing, Inc. |
|  | Use machines to develop phrase reading and unitary seeing. | 3M Transparencies<br>**Basic Readings**<br>Visual Products |
|  | Develop sentences so that meanings of selected words may be determined by context. | **HOW TO GET ALONG ON THE JOB**<br>Holt |
|  | Give practice through oral discussion on finding the main idea. Ask students to write a sentence giving the main thought. |  |
|  | Give students experience in outlining. |  |
| Extension of ability to build and use new words and broaden understanding. | Have students read a story written in dialect. Ask them to write, pronounce, and define correct form of the words. | **Readers Digest**<br>**Reading Skill Builder, Books 4 & 5**<br>**New Practice Readers Books, D & F**<br>McGraw Hill |
|  | Compile a list of action words. Have students add endings, remembering that the last letter sometimes changes. | **Mott Basic Langauge Skills 600**<br>World Book |
|  | Construct two columns headed words and definitions. Have students draw lines to the ones that correspond. | **Dolch Reading**<br>Word List<br>Garrard Publishing Co. |
|  | Compile two lists of words, Synonyms and Antonyms. Students write S and A beside each word, respectively. | **Language Master**<br>Bell & Howell |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| | Have students give the main idea of an article or paragraph with one descriptive word. | |
| | Use flash cards to enlarge sight vocabulary of everyday words. | |
| | Have students supply missing words in sentences from a vocabulary list. | |
| | Dictate a list of words. Have students write them divided into syllables. | |
| | Construct a simple crossword puzzle with corresponding words vertically and horizontally. | |
| | Compile a list of vocabulary words from an assigned reading. Have students write them in sentences pertaining to the selection. | Film:<br>**Build Your Vocabulary**<br>Coronet |
| | Have students write words to matching picture emblems.<br>Example:<br>Picture of — Word<br>a star — policeman<br>a skull & crossbones — poison | |
| | Delete several letters from words in a vocabulary list and have students fill in the missing letters. | **On The Job**<br>Frank E. Richards, Publisher |
| | Build a broader vocabulary through a study of words associated with jobs.<br>Example:<br>machinery ----- equipment, safety, etc. | |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
|  | List on the chalkboard new words taken from reading material. Discuss, then use in sentences with appropriate capitalization and punctuation. | Learning To Read Better<br>Book 1<br>Steck Vaughn Company |
| Increased speed and comprehension | Practice in adjusting speed of reading to purpose and nature of materials through oral reading.<br>Example:<br>pleasure reading<br>pursuit of information<br>special interest | Shadowscope |
|  | Use the Shadowscope to increase and regulate the rate of speed. | Film:<br>Improve Your Reading<br>Coronet |
|  | Give students a timed reading lesson followed by a group of written questions to measure speed and comprehension. |  |
|  | Have students read a selection in an alloted time then give an oral version to measure how much was read. | Better Reading<br>Encyclopedia Britannica |
|  | Ask students to read an article in a limited span of time and to list facts read sequentially. | S.R.A. Standardized Test |
|  | Make flash cards of sentences and phrases. Display for a few seconds. Have students write them or recite orally. | Gates-MacGinite<br>Speed and accuracy test<br>Teachers College<br>Columbia University |
|  | Administer standardized speed tests to establish rate of reading of students. |  |
|  | Use Craig Reader to increase reading speed rate of the students as comprehension improves. |  |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| Application of reading skills to meet the needs of Individuals | Use the opaque projector to display labels and instructions taken from various commodities to be read orally by the class. | |
| | Have students write directions for accomplishing a feat, getting to a particular location, or assembling appliances or furniture. | |
| | Secure sample question sheets from the Motor Vehicle Department. Discuss questions concerning driver's test with class. | |
| | Practice in taking notes. | **You and Your Needs**<br>**You Are Heredity and Environment**<br>Follett |
| | Have students compile lists of various types.<br>Example: laundry, shopping, etc. | **How We Live**<br>Noble and Noble |
| | Have students bring clippings pertaining to their special interest or job and read to the class. | **Why Work Series Kit with Tapes**<br>Behavioral Research Laboratory |
| | Provide lessons in recognizing and being able to read signs encountered in everyday experiences such as those seen in public buildings, on the street, driving, restaurants, etc. | Functional Reading Book 8<br>McGraw-Hill<br>Transparencies<br>**Safety Signs On Our Streets (59333-2)**<br>**Safety Signs On The Highway (59333-3)**<br>Cenco Company |
| | Provide menus, greeting cards, announcements, etc. to be read orally in class using the opaque projector. | |
| Experiences in location skills. | Give practice in using Table of Contents, Index Glossaries, Card Catalogues, Footnotes, etc. | |
| | Have students make an alphabetical card file. | |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| | Have students locate information in encyclopedias. | |
| | Have students formulate a bibliography in alphabetical order, from a list given by the teacher. | |
| | Give students practice in alphabetizing to the third letter. | |
| | Supervise practice in locating materials in the library which includes use of the card file, Readers Guide and other techniques. | Transparencies:<br>Using the Library (59333-6)<br>Cenco Co. # C K 6 |
| | Conduct a field trip to the public library, encourage students to secure cards. | Film:<br>Library Organization<br>Coronet |
| | Provide experiences where the students have a more extensive use in locating places on the map and globe. | |
| | Formulate charts, graphs, and tables from units being studied in class. | |
| | Provide lessons in placing accent marks, using pronouncing key and diacritical marks and guide words. | Transparencies:<br>Map Outline of Missouri (59334-144)<br>I Want A Job (59334-697) |
| | Give practice in filling out checks, application forms, bank slips, check stubs, receipts, schedules. | Getting Ready For Pay Day<br>English That We Need<br>Frank E. Richards, Publisher |
| | Give students experience in writing. Short letters, announcements, invitations, condolences, etc. Demonstrate correct way to fold correspondence and give practice in addressing envelopes and cards. | Film:<br>Writing Better Social Letters<br>Coronet |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
|  | Improve speech habits by having students give short talks on travel, hobbies, dramatic monologues, radio and T.V. skits.<br>Provide students with the experience of giving a speech or talk on the tape recorder. Play and evaluate. Emphasize clear enunciation, pronunciation, absence of mannerisms, and a pleasing presentation.<br>Familiarize students with books according to classification such as fiction, non-fiction, biographies, literature, poetry, etc.<br>Encourage class to join book clubs.<br>Provide library books in the classroom at various reading and interest level as independent reading. | **Writing Better Business Letters**<br>Coronet<br>**Eight Parts To A Business Letter**<br>Inter. Theatrical and T.V.<br>Film:<br>**Using Your Voice**<br>Young America<br>**Improve Your Pronunciation**<br>Coronet<br>**Oral Language Practice Book**<br>Harr-Wagner<br>Newspaper:<br>**News For You**<br>Syracuse University<br>**Weekly Reader - Level 3**<br>Charles E. Merrill Books, Inc.<br>Film:<br>**Look It Up**<br>Coronet |

# READING AND COMMUNICATION ARTS

## LEVEL III

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| Phonetic and Structural Analysis and Syllabication | Place words on chalkboard omitting long vowels. Pronounce words for class. Ask students to write the words and fill in the vowel they hear. Use the same procedure for consonants and blends. Check papers by asking someone to go to the board and say the word as he fills in blanks, or teacher may fill in blanks from student dictation. | Transparencies:<br>Initial Consonant Sounds B-L<br>Initial Consonant Sounds M-Z<br>Consonant Combinations and Review of Initial Consonant Sounds<br>Review of Vowel Sounds<br>3M Company - Visual Products |
| | Examples:<br>**Long vowels**<br>bailing, itinerary<br>exuberation, eons<br>hoax | Phonograph Record:<br>Speak Well<br>Educational Record Sales<br>Sound and Sense in Spelling<br>Harcourt, Brace & World |
| | **Short vowels**<br>abstractions, grit<br>bedlam, knots<br>gunwales | Phonics Wheel<br>Teachers Publishing Corporation |
| | **Vowels together**<br>maudlin, clue<br>howitzer, dew<br>decoy, keel<br>pawpaw, thief<br>lain, diehard<br>breach, grouse<br>slay, tough<br>foil, foe | A Phonetic Approach to Spelling Growth (Grades 7-8)<br>The Economy Company<br><br>Photo-Phonics Filmstrips:<br>Vowel<br>Consonants<br>Consonants Blends<br>Gifted Teachers Books |
| | **Consonants**<br>bedlam, galley<br>cadence, hammock<br>dense, jolt<br>filtered, keel<br>meander, registrar<br>novice, taut<br>porous, void<br>quay, waist | Photo-Phonics III and IV<br>Gifted Teachers Books |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| | Ask class for ten words heard on radio or television. List on chalkboard and pronounce carefully. Invite class to close eyes as teacher repronounces each word. Ask class to tell how many sounds they heard in each word. | |
| | Use this procedure also to give class the opportunity to hear vowels, consonants, and blends. (Closing the eyes may help concentration.) | |
| | Write a consonant blended with a vowel on the chalkboard or have prepared on transparency. Pronounce and then ask class to pronounce.<br>Examples:<br>na sna<br>ne sne<br>ni sni<br>no sno<br>nu snu | Phonograph Record:<br>Sounds of Spoken English<br>Educational Record Sales |
| | Write respellings of words previously studied on chalkboard. Invite students to pronounce the word from the respelling. Use in oral sentences. | |
| | Point to and pronounce these endings:<br>ed est ish ness<br>er ful less or<br>en ing ly y | |
| | Ask students to say words in which they hear these endings. Write these words on chalkboard and pronounce. Use words in oral | |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| | and/or written sentences. | Filmstrip:<br>**Roots and Shoots**<br>Society For Visual Education |
| | Use this procedure for<br>dis in<br>fore re<br>im un | |
| | Ask the class to say the names of people they have heard about who have a title. Abbreviate the title on the chalkboard. The list may include the following: | |
| | Dr. Gen.<br>Pres. Col.<br>Rev. Supt.<br>(Don't forget Mr. and Mrs.) | |
| | Use transparencies or chalkboard to illustrate abbreviations of each day of the week and each month of the year. Read aloud. Dictate to students in mixed order inviting them to look up at board or screen if they are not sure. | |
| | Invite class to tell the meaning of each of these abbreviations. Write sentences using each one. | |
| | A.M. B.C. C.C.<br>P.M. A.D. P.O.<br>C.O.D. R.F.D. R.R.<br>Inc. U.S.A. Ltd. | **Winston's Dictionary for Schools**<br>Holt, Rinehart, and Winston |
| | Dictate sentences to students using words previously studied. Include one contraction in each sentence. You may include couldn't, who's, they're, doesn't, won't. Ask students to dictate sentences including contractions. | |
| Comprehension Skills | Give a brief synopsis and assign a reading. Give in- | **SRA Reading Lab-III a**<br>Science Research Associates |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
|  | dividual help. When completed, invite students to suggest outcomes from the events in the reading. Write on chalkboard or overhead projector and discuss. | Film:<br>**Choosing Books to Read**<br>University of Missouri Library |
|  | Reread orally to find words that infer why an act was done. Place on chalkboard. Ask for other meanings of the word and use orally in sentences. |  |
|  | Show gestures a character may have used to help convey his message. Invite students to do this. Ask the class for sentences and expressions that show what the character is doing. Take movies of students as they portray characters. Discuss results. | Readers Digest Readings:<br>**Mott Basic Language Skills Program Series 900** |
|  | Write the word "cliche" on the chalkboard and explain that it is an expression used over and over without variation and is poor communication. Give examples:<br>busy as a bee<br>beautiful but dumb<br>poor but proud<br>ray of sunshine | Film:<br>**Improve Your Reading**<br>University of Missouri Library |
|  | Ask class for better, more original way to communicate the idea. Write sentences using cliches and rewrite so that the idea is expressed in a fresher way. | **Reading Skill Builders**<br>Grades 7-8<br>Readers Digest |
|  | Invite the students to tell what they would have done if they were placed in the | **Reading for a Viewpoint**<br>Follett |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| | same position as a character in the story. | |
| | Have students write a paragraph telling what else a character could have done to solve a problem in the reading. If possible, assign different characters to different students. | |
| | Remind students that<br>a. The first sentence of the paragraph must be indented.<br>b. The first sentence usually gives the main idea. | Film:<br>**How To Read A Book**<br>University of Missouri Library |
| | c. All sentences should tell something about the topic.<br>d. The teacher will give individual help with spelling and any other problems. | **English III**<br>Holt, Rinehart, Winston |
| | Show some completed paragraphs with an opaque projector. Discuss these questions:<br>a. What is the topic of the paragraph?<br>b. What does the writer tell about the topic? | Filmstrip - 151G<br>**Summarizing**<br>Eyegate |
| | c. (Have capital letters and punctuation been used correctly in the paragraph? This might be better handled in a separate lesson.) | Transparencies:<br>**Punctuation Grouping - 6 packets**<br>3M Visual Products |
| | Draw a line on chalkboard dividing it roughly into parts, one part about one-third, the other part two-thirds. List the characters from an assigned reading in the one-third size part. List sentences telling about events in the two-thirds size part. | Filmstrip:<br>**Exploring Punctuation**<br>**The Comma - 6 packets**<br>Society For Visual Education |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| | Ask students to match the characters with the listed events. | |
| | After silent reading, ask each student to state the main idea of a paragraph in his own words. Assign paragraphs in order to different students. Use the overhead projector to list each student's idea in same order. Ask if the listed ideas summarize the reading? Discuss with the class. | **SRA Basic Composition** Series Grades 5-8<br>Science Research Associates<br>**Success In Language/A** 8-Unit Booklet Program<br>Follett |
| | Show examples of exaggeration such as, "We yelled our lungs out!" Ask students to dictate exaggerations they have heard. Write on overhead projector and discuss meanings. | Filmstrips:<br>**End and Other Punctuation**<br>Set of 6 captioned<br>Society for Visual Education |
| | Ask students to bring newspaper aids to class. Using opaque projector, read orally and discuss these questions:<br>a Can we tell if this is the best price?<br>b. What facts do the ad state?<br>c. What can we tell about the quality? | **Far Horizons** (Gaining Independence in reading Series)<br>Chas. E. Merrill Books, Inc. |
| | Give a synopsis and assign silent reading of fifteen minutes average length. Select fifteen verbs from the reading and list on chalkboard. Ask students to find synonyms for the words listed. Orally reread sentences from the reading substituting the synonyms. | **Winston's Dictionary for Schools**<br>Holt, Rinehart, Winston<br>Film:<br>**We Discover the Dictionary**<br>University of Missouri Library |
| | Ask students to dictate sentences telling things | **Reading Essentials - Series (5-8)**<br>Steck-Vaughn |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
|  | they did during the day. Get them started by suggesting sentences such as, "I went to work at seven this morning." After ten sentences have been listed, go back and circle words which are general or vague. Ask students to use dictionaries to find synonyms which would give a clearer picture, or more definite meaning. |  |
|  | Use opaque projector to show at least five full page magazine ads for different cars. Ask individuals to read orally. Underline adjectives, and reread omitting them. Have students write a paragraph on which car they would buy and why. (Review suggestions previously stated for helping students to do this writing.) | The Newspapers You Read<br>Follett |
|  | Project student's paragraphs on screen. Read aloud and locate topic sentence. Review punctuation as used correctly in these paragraphs, and compliment achievement. |  |
|  | Assign a reading after brief preview. List the main ideas from ten paragraphs on the chalkboard. Ask students to match these ideas with paragraphs from the assigned reading. |  |
|  | Ask questions after silent reading to help students see cause and effect relationships. |  |
|  | Ask questions such as these: | New Modern Reading Skilltexts-Book 2 |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| | a. Why did John decide to change jobs?<br>b. What caused Betty to drop the hot frying pan?<br>c. When did Joan decide to take Bill to the doctor? | **Skilltapes for Adult Reading**<br>Charles E. Merrill Books, Inc. |
| | Have students write a friendly letter. Some of these topics may be helpful: | **The Letters You Write**<br>Follett |
| | A new job<br>A new appliance or piece of furniture<br>A child recovers from an illness<br>A daughter's part in a school play<br>A son's participation in athletics<br>Moving to another home<br>Visiting a friend in the hospital | **Advanced Handwriting For Adults**<br>American Southern Publishing Co.<br><br>**Handwriting Legibility Kit**<br>Peterson System, Inc.<br><br>**English Exercises**<br>Charles E. Merrill Books, Inc. |
| | Use transparency to review these parts of a letter. Illustrate each one.<br>a. Names of street, town, state and month<br>b. Greeting<br>c. Body<br>d. Complimentary close<br>e. Signature | Filmstrips:<br>**Steps In Building A Paragraph**<br>Steps 1-3<br>Steps 4-5<br>Steps 6-7<br>Steps 8-9<br>Loyola University Press |
| | Give individual help during writing. Use opaque projector for oral reading and to reteach form. | Filmstrips:<br>**How To Write A Narrative**<br>Part 1 A<br>Part 1 B<br>McGraw-Hill |
| | Ask students to dictate sentences that hide true reasons. Write these sentences on overhead projector and discuss what may be inferred. | Filmstrips:<br>**Uses of the Comma**<br>**End Punctuation**<br>Visual Instruction Bureau<br>University of Texas |
| | Example: John heard the | |

| **WHAT TO TEACH** | **HOW TO TEACH** | **MATERIALS** |
|---|---|---|
|  | laughter coming from Fred's yard. "Mary," he called, "I think I'll take a little walk. I need some fresh air." |  |
| Vocabulary Development and Word Mastery | Encourage students to think about word relationships by writing on chalkboard words brought to mind or implied by other words. Ask students to match words they associate with given words.<br>Example:<br>law — order<br>poverty — hunger (or crime)<br>vote — ?<br>welfare — ?<br>marriage — ?<br>divorce — ?<br>children — ?<br>religion — ?<br>freedom — ? | Filmstrips:<br>**Fundamentals of Vocabulary Building**<br>**Synonyms**<br>**Homonyms**<br>**Find Another Word**<br>**Prefixes and Suffixes**<br>**Singular and Plural**<br>Eyegate<br><br>Filmstrip:<br>**The Right Word in the Right Place**<br>Society For Visual Education |
|  | Ask students to provide "a word or words that make sense" in teacher-prepared sentences.<br>Prepare on transparency. Be sure you give clues in your sentences.<br>Example:<br>a. Al's efforts to get Mary to the ball game just made her ------.<br>b. When Betty asked Bob to ----------- he ran out the back door. | Filmstrip:<br>**Word Meanings Change**<br>McGraw Hill<br><br>Filmstrips:<br>**Increase Your Stock of Words.**<br>**Times and People**<br>**Change Words**<br>Loyola University Press |
|  | Prepare transparency showing headlines and expressions in the news. Read each expression orally. Ask the class, "Does the headline give you a clue to what the article is about?"<br>Examples:<br>a. "Recounts Bracing | **Steps to Better Reading - Book 1**<br>Harcourt, Brace, and World<br><br>**Word Clues - Book G**<br>Educational Development Laboratory |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
|  | History of Her Metal Mouth Phase" |  |
|  | b. Girl-Watchers Refuse To Skirt Issue"<br>c. "First Quarter Net Higher"<br>d. "Ozark Seeks to Increase Common" | Filmstrip:<br>**Increase Your Stock of Words**<br>Society for Visual Education |
|  | e. "Winds Spoil Good Angling"<br>f. "Cards Find Veale Too Tough To Pound"<br>g. "Course of U. S. History Hinges on Decision by the Rev. Dr. King" | **Help Yourself to Read, Write and Spell**<br>Ginn and Company |
|  | Make a word list of occupations in which adult students may be interested. Use for spelling, paragraphs on the nature of the job, and oral reports to the class on desirable traits and aptitudes respecting each job. Your list may include: |  |
|  | ambulance helpers<br>mechanic<br>brazer<br>auto body trainee<br>baker<br>assembler<br>key punch operator<br>machine operator<br>packer<br>chauffeur<br>dental technician<br>chain link fence man | Filmstrip:<br>**Words and Your Work**<br>Society for Visual Education<br>Newspaper want ads |
|  | beauty operator<br>grinder<br>attendant<br>maintenance man<br>porter<br>cook | **The Language You Speak**<br>Follett |
|  | Encourage students to write down and bring to class new words seen at work, on signs, on television, in magazine ads, and on labels. Keep a list of these words on transparencies. Review and add to list periodically. |  |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
|  | Compile a list of words in the news. Show on chalkboard, pronounce, and discuss current meaning. Your list may include:<br>dissent ghetto black-power<br>inner-city mini-skirt M-16<br>mod hippies the pill | **The Movies You See**<br>**The Television You Watch**<br>Follett |
|  | Have students write sentences using these words that sound alike. See that students have dictionaries when help is needed.<br>watt what<br>scene seen<br>him hymn<br>steel steal<br>feet feat<br>meet meat<br>Pete peat<br>they're their<br>peace piece<br>groan grown<br>through threw<br>rode road<br>plane plain<br>knew new | **Winston's Dictionary for Schools**<br>Holt, Rinehart, Winston |
| Functional Reading Skills | List in mixed order five steps in preparing food from a particular cookbook recipe. Ask students to put in correct order according to the recipe. | **Betty Crocker's Dinner In A Dish Cook Book**<br>Golden Press, Inc. |
|  | Write questions on the chalkboard. Ask the students to find those sentences from the reading which support answers to the questions. | **Understanding the Automobile**<br>Follett |
|  | Assign a different task for succeeding paragraphs in a cookbook, training manual, or an instructional magazine. | Magazines:<br>Popular Science<br>Popular Mechanics<br>Sports Illustrated<br>American Home |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
|  | Examples:<br>Encircle the words that tell what ingredients to use.<br>Underline the sentence that tells where the fuse box is.<br>Cross out words not needed to understand how to assemble the model. | Outdoor Life |
|  | Select sentences from an instruction sheet or booklet and break into parts. Ask students to rearrange so the parts are in sensible order. |  |
|  | Follow the instructions for ordering from a mail order catalog. |  |
|  | Read orally and follow the instructions on the face of state and federal income tax forms. |  |
|  | Obtain employment applications from cooperating business firms. Practice completing them in accordance with written instructions. |  |
|  | Obtain application blanks for "Industrial" life insurance. Read and complete. |  |
| Location Skills | Use transparencies to show the kinds of books available in a library and the important parts. | Film:<br>**Know Your Library**<br>University of Missouri Library |
|  | Fiction<br>Nonfiction<br>Magazines<br>Pamphlets | Filmstrip:<br>**The Dictionary and Other Reference Books**<br>Eyegate |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
|  | Encyclopedias<br>Dictionaries<br>Atlases<br>Special reference books |  |
|  | Title page<br>Introduction<br>Appendix<br>Body of the book | Film:<br>Look It Up<br>University of Missouri Library |
|  | Table of contents<br>Index<br>Bibliography |  |
|  | Show the Dewey decimal system of classification so students may find books for themselves. | Filmstrips:<br>Library Research Tools<br>Selected Reference<br>Source 1: General<br>Eyegate |
|  | Philosophy and behavior 100-199<br>Religion 200-299<br>Social Sciences 300-399<br>Languages 400-499<br>Natural sciences 500-599<br>Useful Arts 600-699<br>Fine arts 700-799<br>Literature 800-899<br>Travel, biography, history 900-999<br>General works 000-099 | Filmstrips:<br>Card Catalog<br>Dewey Decimal System<br>Readers Guide<br>Using Reference Material<br>McGraw-Hill |
|  | Discuss how fiction and nonfiction books are shelved. |  |
|  | Discuss the card catalog. Show samples of an author card, title card, and subject card. Point out the call number. Discuss the use of each card. Place these words on the chalkboard. Ask a student to write after each the kind of card he would use when trying to find information. |  |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
|  | China<br>Mark Twain<br>radar<br>birds<br>natural resources<br>The Pearl<br>Arrange with librarian for a special visit by an adult class. After explanation by librarian, arrange for each student to find a needed reference, using the card catalog. |  |

# READING AND COMMUNICATION

## LEVEL IV

| WHAT TO TEACH | HOW TO TEACH | WHERE TO FIND IT |
|---|---|---|
| The development of vocabulary building through a knowledge of history, form, meaning and usage of words. | Carry on a systematic study of prefixes, root words, and suffixes to show how each word element can determine the definition part of speech, and use of the word. | **Word Study for Improved Reading**<br>Globe Book Company |
| | Teach the meanings of prefixes. | |
| | Example: pre means before | |
| | Give a word list. Have student circle the prefix. | **Language Master - Set 3**<br>**Word Building and Word Analysis Technique**<br>Bell and Howell |
| | Example: precaution, prearrange, prepay | |
| | Use dictionary to show students how to find the meaning of whole words. | |
| | Have students write a sentence for each word. | |
| | Show that many words stem from the same root word. | **Word Attack Manual**<br>Educator's Publishing Service |
| | Example: port means carry; therefore, report, export all have a common root word, but the prefix in each word changes the meaning of each word. | |
| | Teach root words. | **Word Clues Book - Book G**<br>Educational Developmental Laboratory |
| | Example: dic or dict means say or tell | |
| | Ask students to find word families by identifying roots that are alike. | Filmstrip:<br>**Suffixes and Prefixes**<br>F-1722 |
| | Example: prediction, dictionary | |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| | Develop student's ability to recognize how suffixes added to words change the part of speech and the functions of the words. | Using Good English<br>Laidlaw Brothers |
| | Example: Add the suffix ful to wonder (a noun), the new word is an adjective, wonderful | New Modern Reading Skilltexts<br>Charles E. Merrill's Books, Inc. |
| | Develop student's skill in recognizing suffix meanings | |
| | Example: er, or, ee, ist mean one who | |
| | Construct new words by adding suffixes to root words. Encourage students to determine the meaning of each new word by the meaning of the suffix. | Recognizing the Sounds of Words<br>Charles E. Merrill's Books, Inc. |
| | Example: governor, farmer, actor, employer | |
| | Present word list of homonyms. | |
| | Have students write a sentence and use each homonym. | |
| | Present a word list of compound words. | |
| | Have students give the meanings of new compound words and use the words in sentences. | Filmstrip:<br>Words from Many Lands<br>Jam Handy |
| | Discuss the history of words we have borrowed from other people. | |
| | Example: German - kindergarten, waltz<br>French - menu, journey | |

| **WHAT TO TEACH** | **HOW TO TEACH** | **MATERIALS** |
|---|---|---|
|  | Divide class into groups and assign research reading to determine origin, meaning, and usage of borrowed words. | **Essentials of Modern English**<br>Macmillan Company, |
|  | Example: ce're al, cereal<br>Origin - from Latin word cerealiz, from ceres the goddess of corn<br>Meaning - a grain, or a plant yielding grain<br>Usage - The manufacture of cereal has become a big business. |  |
|  | Use newspapers and magazines to find words and word roots that have been studied and discussed in class. Give word lists. Have students divide words into syllables. |  |
|  | Use the dictionary to study the diacritical markings of letters. | **Word Attack - Manual**<br>Educator's Publishing Service |
|  | Stress through oral reading the accented syllables of words. Show that the accent of a word changes as a word changes structure. | 3M Transparencies<br>Phonics - No. 3,4,5,6,7,8<br>Visual Products Company |
|  | Example: pre fer' -pref' erable<br>pre cede' - prec' e dent |  |
|  | Use chalk board, overhead projector or flash cards for reinforcement. |  |
| Development of concepts and skills of correct spelling. | Use word building and dictionary study as an approach to learn spelling.<br>Check all written work and have students keep a | Tachist-O-Films<br>**Classroom Vocabulary Program X**<br>**Classroom Reading Program X**<br>Learning Through Seeing, Inc. |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
|  | notebook of words that have been misspelled. | Films-0-391<br>**Spelling Is Easy**<br>Coronet |
|  | Make spelling lists from classroom activities. |  |
|  | Teach only spelling rules that are consistent enough to be useful in a large number of cases. |  |
|  | Carry out a systematic, meaningful review of words. | Instructional Tape<br>**Our Daily Words**<br>Imperial Productions, Inc. |
|  | Use spelling tests for diagnostic as well as for achievement purposes. | **Spelling For You**<br>McCormick-Mathers |
|  | Use word lists that have been compiled by experts. | **1000 Most Used Words**<br>Mott Basic Language Skills<br>Series 900 A |
|  | Relate spelling to syllabication and pronunciation. |  |
| Comprehension and the rate of reading through a planned program by which the students can evaluate their own progress. | Use reading machines, calculators, Craig readers, projectors or programmed readers to help students accelerate their rate of reading. | PAR Kits<br>**Reading for Power**<br>**Reading for Speed**<br>**Word Study**<br>**SRA Programmed Reading Kits**<br>Science Research Associates<br>**English in Action-Tressler**<br>D. C. Heath and Company |
| Skills needed for different types of reading - skimming, leisurely or close. | Set up reading exercises in the class to develop skills needed for different types of reading. |  |
|  | Examples: Have the students bring a newspaper to class that has not | **Essentials of Modern English**<br>Macmillan Company |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| | been previously read. Give two minutes to skim a page. Put the newspapers aside, and have the students make a list of the items of information they got by skimming the page. | Film:<br>**Newspaper Serves Its Community**<br>Film Associates of California |
| | Have the class read a selection. Discover what skills are needed for full understanding by asking for specific information.<br>1. Find the main idea or topic sentence.<br>2. Name specific details given.<br>3. What conclusion did you draw from this article?<br>4. How will you make use of what you have learned? | **English in Action**<br>D. C. Heath and Company |
| The relationship between reasoning and the learning process. | Assign a controversial article to be read.<br>Through class discussion let the students see that there is a difference between fact and opinion.<br>Show ways by which an author's bias can color his writings.<br>Ask questions for the students to answer:<br>1. Does the author use emotionally loaded words? | |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| | 2. What do these words prove? | |
| | 3. What factual information is given? | |
| | 4. Does the author purposely omit certain information? | |
| | 5. Does the author have a personal interest in the subject? | |
| Knowledge of syllogisms for determining validity. | Example: All human beings are liable to make mistakes. (Factually accurate). Teachers are human beings. Therefore, teachers are liable to make mistakes. (Valid). | Using Good English<br>Laidlaw Brothers |
| | Call attention to propaganda and false analogies that appear in all forms of writing - editorials, books, and advertisements. | |
| | Assign reports on various advertising commercials. | |
| | Have the students give panel discussions on the words and implications that writers use in advertisements. | |
| | Give the class a number of statements. Then have them decide which are opinion and which are fact. | |
| Figuarative language which will help students form a mental picture of written and spoken material. | Write some similes on the blackboard. Have the students name the objects that are compared. | |
| | Show that the words like or as will always be used in a simile. | |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| | Example: The night was as dark as the inside of a coal bin. | |
| | Show that a metaphor is an implied comparison. Ask questions about metaphors. | |
| | Example: She had a tongue that would clip a hedge. What characteristic did she have? | **English in Action-Tressler**<br>D. C. Heath and Company |
| | Continue with the other figures of speech as they appear in different types of reading. | |
| Evaluation of implications portrayed by editorial cartoon and other graphic devices. | Present graphs, charts, and maps to the class for discussion. | |
| | Relate the information found in graphs, charts, and maps to life situations of the students. | |
| | Have the students keep a chart or graph of their own reading progress. | **Reading Kit**<br>**Personal Reading Record**<br>PAR Publishing Co. |
| | Reading tests should be given from time to time in order for the teacher and the student to evaluate the progress and to determine areas which need to be strengthened. | **Reading Record Test**<br>Science Research Lab |
| | | **Metropolitan Achievement Test**<br>Harcourt-Brace and World |
| | | **Iowa Test of Educational Development**<br>Houghton Mifflin Company |
| A broad understanding of words through vocabulary building, definitions and applied usage. | Review root words, prefixes and suffixes. | |
| | Have the class keep a notebook of words they learn. | **English in Action-Tressler**<br>D. C. Heath and Company |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
|  | Make a card file for new words that have been defined and used in sentences. |  |
|  | Use crossword puzzles to arouse and maintain interest in words. |  |
|  | Use the Reader's Digest section "It Pays to Increase Your Word Power." | Reader's Digest |
|  | Discuss orally words needed to understand literary, social study, science and math assignments. |  |
| The meaning and application of the words compare, contrast, and evaluate. | Example: Compare, contrast, and evaluate the work and life of Louis Pasteur with that of George Washington Carver.<br>Compare, contrast and evaluate the work and life of Adolph Hitler to that of Abraham Lincoln. |  |
|  | Teach word short cuts by substituting one word for a phrase. |  |
|  | Example: Like measles, smallpox is transmitted from one person to another. |  |
|  | Use the dictionary to find answers to questions based upon the derivation of the underlined words. | Word Study for Improved Reading<br>Globe Book Company |
|  | Example: Why does the Orient remind us of the sunrise?<br>Why are September, October, November and December misnamed? |  |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| The development of word fluency. | Use speed tests in which the class will list all the synonyms and all the antonyms they can think of for a given list of words. | |
| | Give vocabulary tests in which the students read a word in context and choose its definition from five choices. | English in Action-Tressler<br>D. C. Heath and Company |
| | Example: Any day now we expect the resumption of hostilities. | |
| | 1. announcement<br>2. complication<br>3. outbreak<br>4. renewal<br>5. success | Filmstrip:<br>Using a Dictionary<br>McGraw-Hill |
| | Increase vocabulary by teaching allusions. | |
| | Use an unabridged dictionary and have the students look up allusions as they are met. | |
| | Example: Achilles' heel, dog in the manger, seventh heaven, Lilliputian | |
| The mastery of terminology used in all subject and vocational areas. | Have students substitute specific words for given generalities in a sentence such as this:<br>On the stand we found two magazines, a book and some folders. | Filmstrip:<br>Times and People Change Words F-1119<br>Society for Visual Education |
| | Have the students take a subject and then write all the words they can think of that would relate to that subject. | |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
|  | Show that words and ideas must relate or self-expression will be limited. |  |
| Speech skills that will strengthen communication. | Divide class into small groups. Assign a topic for conversation to each group. Have each group carry on its conversation pretending no others are in the room. | Language Master Set 3<br>Language Reinforcement and Auditory Retension Span<br>Bell and Howell |
|  | Assign interpretative reading. | Language Master Set 4<br>Stress and Intonation<br>Bell and Howell |
|  | Construct an original dialogue about social or work situations. |  |
|  | Use video tape recorder or a tape recorder and let the students hear their own voices as they read and talk in class, and see themselves on video. |  |
|  | Assign formal reports and stress the importance of clear speech, correct grammar, and preparedness. | Instructional Tape:<br>Elements of Good American Diction<br>Imperial Production, Inc. |
| The art of listening as the other half is speaking. | Stress the importance of looking at the speaker. | Filmstrip:<br>Guideposts to Speaking and Writing Series<br>Young America |
|  | Give reasons why listening is important. |  |
|  | Example:<br>Listen for announcements<br>Listen for assignments<br>Listen for directions<br>Listen for questions<br>Listen for explanations<br>Listen for pleasure | Film:<br>Improve Your Pronunciation<br>Coronet |

# LOCATION SKILLS
## LEVEL IV

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| The broadening of library skills. | Have students make a list of all materials that can be found in libraries.<br>Reference Books - Kinds<br>Books - Kinds<br>Maps<br>Newspapers<br>Periodicals<br>Films<br>Records<br>Occupational Handbook<br>Vertical File<br>Reader's Guide and Card Catalog | |
| | Assist the students to understand the Dewey Decimal system of classification. | Using Good English<br>Laidlaw Brothers |
| | Make a story about the Dewey Decimal classification system so that the students can understand how every type of reading material can be found. | |
| | Example:<br>Several years ago Mr. Melvil Dewey devised a system of grouping books by main subjects by imagining himself to be a primitive man. He asked himself questions he thought such a man would ask. | |
| | **Questions & Subject** Classification - NO. | |
| | Where can I find general information?<br>General Works - 000 | |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| | Who am I?<br>Philosophy & Psy. - 100 | |
| | Who made me?<br>Religion - 200 | |
| | Where can I find out about other people?<br>Social Science-300 | |
| | Where can I find out about other languages?<br>Philology - 400 | |
| | Where can I go for information about nature and the world?<br>Science - 500 | |
| | How can I use what I know?<br>Applied Science-600 | |
| | Where can I find information Fine Arts and about leisure time?<br>Recreation -700 | |
| | Where will I find stories to read?<br>Literature - 800 | |
| | How can I leave a record for others to read?<br>Geography - History - Biography - 900 | |
| | Have students browse in a library to examine the various resources. | Film:<br>Know Your Library<br>Coronet |
| | Have the librarian discuss and demonstrate each resource and how the books are shelved. | |
| | Have the librarian explain the use of the card catalog and the Reader's Guide. | |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| | Use a film or overhead transparencies in class to further the understanding. | |
| | Set up hypothetical library exercises in which the students will have the actual experience of using reference books. | Film:<br>**Library Organization**<br>Coronet |
| | Prepare a "Who Am I" quiz program. In an unabridged dictionary or an encyclopedia find descriptions of three famous persons who have been mentioned in English or social studies classes. | |
| | Example:<br>I am a character in a story written by Washington Irving. | |
| An interest in reading by creating conditions that make reading necessary and meaningful. | Assign a research paper with practical application to each student. Occupational information about fields of work will require a combination of reading skills. | Film:<br>**Importance of Making Notes**<br>Coronet |
| | Example:<br>Read to find information about field of interest. | |
| | Use different reference materials. | |
| | Take notes on written materials. | |
| | Make an outline about main field and related job areas in which nature of work, training, qualifications, advantages, disadvantages, salary, place of work and advancement are listed. | **Selective Reading Programs**<br>Achievement in Reading, Inc. |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
|  | Organize data in sequential order. |  |
|  | Summarize findings in relationship to self. |  |
|  | Develop functional reading skills by:<br>1. Analyzing the printed page in newspapers, books, or magazines.<br>2. Becoming aware of propaganda.<br>3. Scanning long passages and picking out the key words or phrases.<br>4. Forming opinions and making decisions.<br>5. Following directions and solving problems.<br>6. Reading for information.<br>7. Reading for pleasure. | Reader's Digest |
| Correctness of written expression. | Use visual aids to review all types of punctuation, capitalization, sentence structure, and paragraphing. | Film:<br>**Why Punctuate?**<br>McGraw-Hill |
|  | Present situations which require useful meaningful written expression. |  |
|  | Example:<br>Business letters<br>Friendly letters<br>Social letters<br>Job applications<br>Registration forms<br>Reports<br>Original short stories<br>Original poems | Film:<br>**Business English and Communication**<br>McGraw-Hill |

# DEVELOPMENTAL READING SKILLS

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| The importance of reading for pleasure and reading for information as an important daily activity. | Review and reinforce all reading skills. | |
| | Develop appreciation for good literature through the study of types of literature. The short story is a good tool to use in beginning appreciation; it offers many opportunities for enrichment and entertainment. | **Introduction to the Short Story**<br>McCormick-Mathers |
| | Read many short stories, both humorous and realistic. | |
| | Discuss the elements of a short story. Show that, as in life, there are conflicts involved in the story, and many times the author draws upon his own experiences for the story which he tells. | |
| | Show that much of the good literature is based on real life situations, and that it relates to other fields of learning. | |
| | Read "The Legend of Sleepy Hollow." | **Literature for Appreciation**<br>Harcourt-Brace |
| | Through role playing let the class participate in the humor of this story. | |
| | Bring out the historical background on which the superstitions and customs were based. | |
| | Assign reference material about Washing Irving. | |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| | Encourage the students to relate superstitions they have heard. | |
| | Devote time and discussion to the importance of the characters, the setting, and the plot. Distinguish between fact and fantasy in the story. | |
| | Read "To Build a Fire" by Jack London. Show the conflict between man and nature. | |
| | Read "The Most Dangerous Game" by Richard Connell. Show the conflict between man and man. | |
| | Study the terminology used in each story. | |
| | Discuss new words. | |
| | As appreciation for the short story grows, introduce the novel to the class. | |
| | Show that the same elements that are found in the short story are also found in the novel, but that the writer can move more slowly and with greater depth than he can in the short story. | **Adventures in Reading**<br>**Harcourt-Brace** |
| | Pick a novel for the class to read together. "Great Expectations" by Charles Dickens will open many doors for class participation and enthusiasm. Review the life of Dickens. How much of himself did he put into the story? | Film:<br>**English Literature, 18th Century**<br>University of Mo. Library<br>**English Literature**<br>**Elizabethian Period**<br>Coronet |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| The elements of the novel. | Assign reports on life in England during this period. | **Harcourt-Brace Literature**<br>Grades 10-12<br>Harcourt-Brace |
| | Discuss the laws, courts, and punishment for crimes in England. | |
| | Show that the novel explores significant values and concepts; that life can be stunted without love, and that no one can escape. | Film:<br>**The Novel: What It Is, What It Is About, What It Does**<br>Encyclopedia Britannica |
| | Use the records "Many Voices Recordings" to give realism and depth to certain sections of the story. | |
| | Make a book list and place it on the bulletin board. Use the covers from books to illustrate the great variety of reading subjects. | **Steps to Reading Literature**<br>Grades 10-12<br>Harcourt-Brace |
| | Encourage each student to choose a novel that will fit his interest. | **Adventures in American Literature**<br>**Adventures in English Literature**<br>**Many Voices Recordings**<br>Harcourt-Brace |
| Knowledge of the literary giants, and appreciation for our literary heritage. | Show that literature makes a picture for every age of man through the authors skilled use of words, images and narrative devices. | |
| | Assign a variety of reading material in order to explore the types of literature. | |
| | Example: Non-fiction, biography and autobiography | |
| | "High School Days" by Edna Ferber "Lincoln Speaks at Gettysburg" | |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| | by Carl Sandburg<br>Drama - "Trifles" by Susan Glaspell | Introduction to Drama<br>McCormick-Mathers |
| | Assign roles to be played to the students. | |
| | Set up a trial and present the evidence in the case and compare it with that of England as shown in Great Expectations. | |
| | Read poetry aloud in the class. Narrative Poetry - "The Death of the Hired Man" by Robert Frost<br>Lyric Poetry - "I Hear America Singing" by Walt Whitman | Introduction to Poetry<br>McCormick-Mathers |
| | Discuss the figurative language, and paraphrase the poet's ideas and words. | Filmstrip:<br>You and Your Newspaper F-1811<br>Coronet |
| | Have the class make a collection of the poems they liked best. | |
| | Make comparisons of writers' styles and techniques. | |
| | Discuss the editorials as they reveal significant ideas. | |
| | Show that everyone is directly or indirectly involved in the editorials and in international, national, state, and local happenings. | |
| | Investigate different news magazines. | Life, Look, Saturday Evening Post, Time, Kiplingers, U. S. News and World Report |
| A planned reading program which will enable the | Have each student evaluate different magazines and | |

| **WHAT TO TEACH** | **HOW TO TEACH** | **MATERIALS** |
|---|---|---|
| student to be well informed and to relate himself with current news as well as past events. | decide which one meets his special need and interest. | |
| The meaning of Emily Dickinson's words, "There is no frigate like a book, to take us miles away." | Example:<br>Read a daily newspaper.<br>Read consistently one news magazine a week.<br>Make frequent visits to the library.<br>Read at least one book a month.<br>Join a book club.<br>Share reading experiences with each other.<br>Build a home library. | |

# SOCIAL STUDIES

## LEVEL I

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| An appreciation for the services of the city government. | Discuss fire and police protection, maintenance of parks and boulevards, transportation, land, other services. | Film:<br>**Cities, How They Grow**<br>Encyclopedia Britannica |
| | Invite resource persons from the city to talk to students. | Film:<br>**Defending the Cities Health**<br>Encyclopedia Britannica |
| | Show films of city services. | |
| | Have students view television programs dealing with government issues. (any level) | Film:<br>**Our Post Office**<br>Encyclopedia Britannica |
| Taxes and how they are needed at all levels of the government. | Indentify various taxes and discuss the use of income derived from them. | Film:<br>**Taxes-Their Source and Usage**<br>Progressive Pictures |
| | Complete information on various withholding and tax forms. | Film:<br>**Federal Taxation**<br>Coronet |
| | | Film:<br>**Property Taxation**<br>Encyclopedia Britannica |
| How City, State and Federal Government work together. | Simplify newspaper articles for reading in class. | Filmstrips:<br>**Local Government**<br>**State Government**<br>**Federal Courts**<br>Encyclopedia Britannica |
| | Arrange a visit to city council meetings or their equivalent. | Film:<br>**How We Elect Our Representatives**<br>Encyclopedia Britannica |
| | | Filmstrip:<br>**Why We Pay Taxes**<br>Popular Science Publishing Company |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| **GEOGRAPHY**<br>The geography of the local community. | Use city maps to point out geographical features. | Films:<br>**Reading Maps**<br>**Using Maps - Measuring Distance**<br>Encyclopedia Britannica |
| | Show geographical features such as lakes, mountains, and rivers as they appear on large maps. | |
| The geographical features of the State of Missouri. | Have students who have traveled describe sections they have visited. | **Missouri-A Living Portrait**<br>Division of Commerce and Industry<br>Missouri Department of Regional Development |
| | Discuss plants which grow in the state. | **Sound of a Million**<br>Southwestern Bell Telephone |
| | Name various kinds of work people do. | |
| | Identify trees, weeds, plant foods, etc. | **Finding the Right Job**<br>Coronet |
| | Name and discuss animals in the state. | Transparencies:<br>**I Want A Job Set**<br>Cenco Company |
| The history of the community and the state. | Show films to introduce history of Missouri. | Film:<br>**Missouri and Its Natural Resources**<br>Missouri Department of Regional Development |
| | Read stories to the class and discuss. Visit museums, art galleries and places of historical significance. | **This is Missouri**<br>Carson Company |
| | Discuss various aspects of the history of a particular community. | **The Problem Method**<br>McGraw-Hill |
| | Invite resource persons to speak. | **A.U.S. Community and Its Citizens**<br>United World Film |
| | Let older persons talk about historical events which they have experienced. | |
| | Take class to visit the library and look through old newspapers (microfilms) in the community. | |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| | Make a study of the nationalities of people in the community. | Film:<br>**Wherever You Are**<br>Film Program Service |
| | Locate interesting background material about the inhabitants of a community. Present the word, "Democracy", and discuss its origin and its implications for individual responsibility. | Film:<br>**Color Of A Man**<br>International Film Foundation |
| The meaning of Citizenship. | Set up a criteria for good citizenship. | Filmstrip:<br>**How Foreigners Become Citizens**<br>Popular Science Publishing Co. |
| | Study steps leading to naturalization. | |
| | Discuss how citizenship can be lost. | |
| | Help students acquire a knowledge of his rights and duties by discussing the values of citizenship. | |
| | Formulate a list of rules for being a good citizen in his particular community. | |
| The importance of keeping the laws. | Discuss the need for laws and how they affect people. | |
| | Show films and filmstrips of how laws are enforced. | |
| | Establish an appreciation, through discussion, for keeping the law. | |
| The services of community agencies. | Secure and read pamphlets from agencies that explain their service and discuss with the class. | |
| | Show films that describe the services of community agencies. | |

# SOCIAL STUDIES

## LEVEL II

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| The types of communities in the world and how they are alike. | Use current events to point out different communities throughout the world. | Our State<br>American Book Company |
| | Show how the community has a direct influence on the type of work that is done in that area. | Filmstrip:<br>Living in the Americas<br>Lands and People Overseas<br>Society for Visual Education, Inc. |
| | Make a list of the many types of communities in the world and give advantages and disadvantages of each. | Filmstrip:<br>U. S. Geography Series<br>McGraw-Hill |
| The effects climate and land forms have on communities. | List the different types of climate; compare and contrast with local climate. | Maps:<br>Desk-Size Geography Maps<br>Denoyer-Geppert |
| | Show how the geography of an area has a direct affect on climate. | |
| | List different land forms and their location. | Filmstrip:<br>City and Town Series<br>Young America |
| | Show relationship between climate, dress, and customs. | Filmstrip:<br>Cities of Sweden<br>Cities of Columbia<br>Eye Gate |
| The effects land forms and climate have on the population of an area. | Point out the importance of water travel in relation to early towns and cities. | Filmstrip:<br>This Is Korea<br>Educational Services |
| | Explain the effect that land forms have had on towns, past and present. | Filmstrip:<br>The Union of Soviet Socialist Republics<br>Eye Gate |
| | Show how people cluster in certain areas because of mineral deposits. | |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
|  | Discuss how certain land forms caused communities to grow in Missouri. | Filmstrip:<br>**People and Places of Latin America**<br>Bogota |
|  | List how climate produces certain types of community recreation. | Filmstrip:<br>**People are People**<br>Young America |
| The relationship of climate and land forms to the products a community produces. | Show how industry is directly associated with the type of climate and land forms. | Filmstrips:<br>**The People of Russia**<br>Life |
|  | Illustrate that many products require a large amount of water for production, thus showing how factories start where there is a good supply of water. | Filmstrips:<br>**Industries and Products**<br>**Columbia-People and Occupations**<br>**The People and Their Work**<br>**The Irish Republic**<br>**Industries of Norway**<br>Eye Gate |
|  | Discuss why many products can only be produced in a few areas. |  |
|  | Point out the diversity of products produced in Missouri. | Filmstrip:<br>**Industry**<br>Haesler |
|  | Name those countries that produce goods similar to those produced in Missouri. |  |
|  | List the large factories in the state and how they got started. |  |
|  | Explain how the varying land forms in Missouri have affected certain industries, show entire world picture. |  |

# SOCIAL STUDIES

## LEVEL III

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| The exploration and colonization of America. | Have students spell correctly the names of six early explorers from Spain, France, and England, and discuss the exploration of each. | Film:<br>**Colonial Expansion**<br>University of Missouri Library |
| | List at least two reasons why people came to the early British colonies. | Flat pictures<br>**Settling the New World**<br>Harper & Row |
| | Have students locate on a map and spell correctly the names of the thirteen American colonies. | American History Study Lessons<br>**From Colonial Times To Independence**<br>Follett |
| | Assign reports on how early colonists supported themselves. | ABE Series<br>**American History**<br>Holt, Rinehart |
| | Have class give reasons why the colonists were not satisfied with British rule. Compare this rule with democratic rule. | Film:<br>**George Washington**<br>University of Missouri Library |
| | Have students spell the names of these early American leaders and discuss their role in the War for Independence. | Filmstrip:<br>**The Story of Thomas Jefferson**<br>Society For Visual Education |
| | George Washington<br>Samuel Adams<br>Thomas Jefferson<br>Patrick Henry<br>James Madison<br>Paul Revere | **U. S. History Can Be Fun**<br>J. W. Walch, Publisher |
| The formation and function of government and how it affects the individual. | Have a class discussion on reasons why the Articles of Confederation failed. | **Profiles in Courage**<br>**Young Readers Mem. Ed.**<br>Harper & Row |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
|  | State two reasons why a stronger American union was necessary. | **Our Constitution and What It Means**<br>McGraw-Hill |
|  | Have students name and outline the role of each branch of the Federal government. | Film:<br>**Government**<br>McGraw-Hill |
|  | List these freedoms from the Bill of Rights and discuss with class how each freedom affects the individual's daily life. | Film:<br>**How A Bill Becomes A Law**<br>University of Missouri Library |
|  | Religion Right to Counsel<br>Speech Petition<br>Press Assembly | **Copy of Bill of Rights for each student.**<br>Library of Congress |
| Immigration and westward expansion | List three reasons why immigrants came to America and invite any available foreign immigrant to speak to the class. | Film:<br>**The Constitution of the United States**<br>University of Missouri Library |
|  | List two contributions each of these groups made to America. | Pamphlet<br>**Building the Constitution**<br>St. Louis Post-Dispatch |
|  | Irish Italians<br>Negroes Scandinavians<br>Germans French<br>Spanish Polish<br>Chinese Japanese | Film:<br>**The Declaration of Independence**<br>University of Missouri Library |
|  | Discuss two causes for the westward movement of Americans. | **American History Study Lessons**<br>**The Constitution**<br>Follett |
|  | Have students locate on a map and spell correctly the names of the states from the Appalacians to the Mississippi, north of the Mason-Dixon line. | **The American Negro**<br>**Our Oriental Americans**<br>McGraw-Hill |
| The effects climate and land forms have on government. | List and discuss different types of government in different countries and | Filmstrip:<br>**People, Education, & Transportation**<br>Eye Gate |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| | have students locate on a map where these different types of governments are found. | |
| | Discuss how climate helps to regulate the type of government activities, (defense, Products, etc.) | Filmstrip:<br>**State Government**<br>Encyclopedia Britannica |
| The effects of climate and land forms on agriculture. | Locate on a map those land forms that were once arrid but are now irrigated farming lands. | Filmstrip:<br>**Farm and City Series**<br>Young America |
| | Illustrate how the growing seasons of the world regulate the type of agriculture. | Filmstrip:<br>**Farm Life In Erie**<br>**The American Farmer**<br>Eye Gate |
| | Have students list and spell those countries that produce the same type of agriculture products as the United States. | |
| | Indentify the varied land forms found in Missouri and what effect they have on agriculture production. | Filmstrip:<br>**Germany, The Land of Farming**<br>Jam Handy Organ |
| | | Filmstrip:<br>**The Four Seasons in Rural Japan**<br>**Agriculture in the Philippines**<br>Budek |
| | | Filmstrip:<br>**The Republic of India**<br>Eye Gate |
| | Read orally Lincoln's Gettysburg Address and discuss its meaning. | **American History Study Lessons**<br>**Changing America Since 1865**<br>Follett |
| | Have the class write at least four reasons why Abraham Lincoln is considered one of our greatest Presidents. | Film:<br>**The Western Movement**<br>University of Mo. Library |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
|  | Discuss reasons why Americans went West after the War Between the States. | Filmstrip:<br>**The Railroad In Transportation**<br>Eye Gate |
|  | Assign research reading to find reasons why the labor of immigrants was needed during the years after 1865. | Film:<br>**Immigration**<br>University of Missouri Library |
|  | Have class draw on a map the route of the first railroad from Missouri to California and name the states through which it passed. | **Railroads in the Days of Steam**<br>Harper & Row |
|  | Discuss two reasons why the U. S. found it necessary to limit immigration. |  |
|  | On individual maps, have students locate and spell correctly the names of the states west of the Rocky Mountains. |  |
|  | Assign individual reports on hardships and dangers faced by frontier people. | Filmstrips:<br>**Great American Frontiermen**<br>**Daniel Boone, David Crockett, Lewis & Clark**<br>Society for Visual Education, Inc. |
|  | Have students spell the names of these western leaders and explorers and state the role of each in the movement west.<br>Daniel Boone<br>David Crockett<br>Buffalo Bill Cody<br>Lewis & Clark<br>Sam Houston<br>Jim Bowie | **American History Study Lessons**<br>**Change and Crisis In American Life**<br>Follett |
|  |  | Record:<br>**Immortal Speeches of Abraham Lincoln**<br>Read by Raymond Massey |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| | Discuss two reasons why Thomas Jefferson purchased the Louisiana Territory from France. | **Historical Maps of Civil War Battles**<br>Perfection Form Company |
| | Using individual maps, have students locate and spell the states formed from the Louisiana Territory. | Film:<br>**History of the Negro in America Series**<br>McGraw-Hill |
| | Discuss the role of Missouri in the Santa Fe Trail and Pony Express. | |
| | Compare and contrast the different ways of living in the North and the South before 1860. | **Adventures in the Wilderness**<br>Harper & Row |
| | List at least two causes of the War Between the States. | Film:<br>**The Civil War**<br>**Robert E. Lee: A Background Study**<br>University of Missouri Library |
| | Using individual maps, have students locate on a map and spell the states that joined the Confederacy. | **American History Study Lessons**<br>**Civil War and Reconstruction**<br>Follett |

# SOCIAL STUDIES

## LEVEL IV

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| The major political problems which exist in our present world. | Make a list of current problems which are vital to the peace and welfare of the world | |
| | Divide the class into buzz sessions. Discuss which problems are new to this decade and which ones have existed for a longer period of time. | |
| | Assign a brief essay on one of the following topics:<br>a. The Most Serious Problem the United States Faces Today<br>b. What is the World's Greatest Need? | |
| | Read and discuss the essays in class. | |
| | Classify the essays into social, economic or political categories. | |
| | Begin a study of major problems in each category. | |
| The major social problems which exist in our present world. | Have a panel discussion about the meaning of prejudice. | **The Integration Issue**<br>New York Times |
| | Make a list of five causes for prejudices. | |
| | Analyze the saying, "Birds of a feather flock together." | |
| | Place some labeled statements on the blackboard and discuss their connotations. | |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| | Example:<br>They're all alike.<br>That's the hot rod crowd.<br>He's colored.<br>They're Oakies. | |
| | Have the class name other labels which are attached to groups of people. | |
| | Discuss the meaning of "Social Justice." | |
| | Review and discuss Hitler's treatment of the Jews. | The Diary of Anne Frank |
| | Assign a report on the Ku Klux Klan. | |
| | Discuss kinds of discrimination. | |
| | Assign reports on major demonstrations and riots. Discuss effects. | Reader's Guide |
| | Ask these questions, What is meant by Civil Rights? Do these rights apply to certain groups of people? Explain fully. | |
| | Appoint teams to debate topics which are currently in the news. | |
| | Example:<br>Discrimination breeds poverty and ignorance and so weakens the economy and solidarity of a country. | |
| | Review the "Bill of Rights" in the Constitution. | |
| | Lead the class to analyze each right and to identify | |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
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|  | ways in which these rights have been denied to some people. |  |
|  | Ask the class to define freedom and the responsibilities of free men in a democracy. |  |
|  | Review the Civil Rights Act of 1964. |  |
| The underlying causes and prevention of juvenile delinquency. | Assign reports on the treatment of criminals in the past. |  |
|  | Compare punishment for law violators of early America to punishment for similar crimes today. | Film:<br>Teenagers on Trial<br>Films of the Nations |
|  | Conduct a study of juvenile crime in your community. |  |
|  | Have students prepare a chart showing the amount of crime committed by juveniles during the past ten years. | Uniform Crime Reports<br>Federal Bureau of Investigation |
|  | Ask the juvenile officer or local law-enforcement officials to talk to the class about delinquency problems. |  |
|  | Arrange a trip to a prison or reformatory for a committee of students. |  |
|  | Consult with prison officials about rehabilitation programs available to the inmates. |  |
|  | Make a study of the probation and parole system in your community and state. |  |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| | Conduct a survey of recreational facilities for teenagers in your community. | |
| | Discuss the meaning of moral values as they affect individuals and whole societies. | Goals Of Democracy<br>Macmillan Company |
| | Assign a panel discussion on the question—"What can I do to help alleviate crime?" | |
| The economic problems which confront America and other nations of the world. | Study the strengths and weaknesses of Social Security and Medicare. | |
| | Compare the care of the aged and handicapped today with that of fifty years ago. | |
| | Conduct a study of kinds of insurance. | |
| | Have students make a chart showing the main purpose, the important benefits and the costs of basic insurance. | |
| The purpose of wide spread advertising and the dangers of easy installment buying. | Ask students to collect labels from various brands of canned goods. | Film:<br>Sharing Economic Risks<br>Coronet |
| | Have the class discuss considerations consumers need to think of when buying. | Film:<br>The Wise Use of Credit<br>Sutherland |
| | Ask a representative from the Better Business Bureau to talk with the class about the work of his organization. | Film:<br>Phonies Beware<br>Films of the Nations<br>The Hidden Persuaders<br>Pocket Books, Inc. |
| The implications of Labor-Management Relations. | Show films about Labor-Management Relations. | |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| | Assign reports about the rise and organization of labor unions. | Films:<br>**Man On The Assembly Line**<br>**Arbitration In Action**<br>AFL - CIO |
| | Appoint a panel to discuss the good and the bad elements of labor unions. | Film:<br>**Working Together**<br>Encyclopedia Britannica<br>Filmstrip:<br>**Spotlight On Labor**<br>New York Times |
| | Compare the Wagner Act with the Taft-Hartley Act. Have the class decide the ways these two acts balance each other. | **The State of the Unions**<br>Atheneum |
| | Determine the meaning of collective bargaining and have the class list the typical provisions of a labor agreement. | |
| | Have the students discuss the meanings of picketing, strike, boycott, injunctions, closed shops, concilliation or mediation, and arbitration. | **The Labor Movement in the United States**<br>Public Affairs Pamphlet |
| | Invite a representative from labor and one from management to talk to the class. | **The Enemy Within**<br>Harper & Brothers |
| | Show the main differences between trade unions and industrial unions by having the class design a chart. | |
| | Search in current magazines or newspapers for news about labor disputes and labor problems in the United States today. | New York Times<br>Kiplinger's Changing Times |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| | Write to the State Department of Labor for a copy of state labor laws. Have students make a brief summary of these laws. | |
| | Assign reports about the work of the United States Department of Labor. | |
| The significance of business enterprises in America. | Review the history of consolidated business. | Department of Labor Publications<br>Superintendent of Documents<br>Government Printing Office<br>Washington, D. C. |
| | Divide the class into groups to chart disadvantages of being a sole proprietor, a partnership owner, or an owner in a corporation. | |
| | Have students spell and define the words corporation, monopoly, merger, and holding company. | Problems of Democracy<br>Ginn and Company |
| | Relating these words to big business, discuss the strengths and weaknesses of each word. | |
| | Assign reports on the Sherman Act, the Clayton Act and the Federal Trade Commission. | |
| | Prepare a panel discussion on the topic, "Is Big Business a Threat to the American Way of Life?" | Economics for the Citizen<br>Holt, Rinehart, and Winston |
| | Use the financial page of a newspaper and have the students pretend to buy some stock from a large corporation. Hold the stocks for awhile and sell. | Fortune Magazine<br>Wall Street Journal |
| | Have the students prepare | |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
|  | a report on their loss or gain and the reason why the stock increased or decreased. |  |
|  | Invite a member from your local Chamber of Commerce to talk with the class on ways to attract new industry to your community. |  |
| The importance of conserving our natural resources. | Make a list of our needed natural resources. |  |
|  | Show films on soil erosion, water pollution, flooding and forest fires. | Films:<br>**Look to the Land**<br>**Conservation of Natural Resources**<br>Encyclopedia Britannica |
|  | Plan a field trip to areas where waste and destruction of valuable resources are visible. | Encyclopedia Americana |
|  | Assign a report about Theodore Roosevelt and his crusade for conservation. |  |
|  | Have class spell and define the words conservation and reclamation. | **The Great Depression**<br>Shannon, David A. |
|  | Assign research reading on the "Black Thirties" as they related to the dust storms which occurred in many states. | **Grapes of Wrath**<br>Steinbeck, John |
|  | Invite an extension agent to talk with the class about conservation practices. |  |
|  | Make a study of Federal Acts and projects used for the protection and restoration of natural resources. | Udall, Stewart L.<br>**The Quiet Crises**<br>Holt |
|  | Review the purpose and work of the United States |  |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
|  | Atomic Energy Commission. |  |
|  | Discuss ways individuals can encourage the conservation of our natural resources. | Storer, John H.<br>**The Web Of Life**<br>Deven-Adair Company |
| The changes in agriculture and the effect of these changes on the economy of the American farmer. | Have the class make charts to use as a basis for answering the question-What changes took place in American agriculture between 1940 and 1960? | **U. S. News and World Report**<br>August 1, 1960 |
|  | Assign reports on family type farming and commercial type farming. | **Farms and Farmers in an Urban Age**<br>Twentieth Century |
|  | Have a panel discussion about the farmer as a victim of forces, both natural and man made. |  |
|  | Discuss ways the Federal Government has tried to help the farmers and the farm situation. | Pamphlets<br>**U. S. Department of Agriculture** |
|  | Invite the extension agent to talk to the class about farming opportunities in your county. | Patton, James G.<br>**The Case For Farmers**<br>Public Affairs Press |
|  | Pick a committee to visit a farm co-operative, talk with the manager, and report to the class how cooperatives save money for the farmer. |  |
|  | Discuss the use of surplus commodities in school hot lunch programs. |  |
|  | Have students draw an agricultural map of Missouri, showing where the principal products are produced. | **Problems of Democracy**<br>Ginn and Company |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
|  | Using symbols to indicate what crops are produced in various sections, show the value of these products in dollars. | Pamphlets<br>U. S. Agriculture Department |
| The basic political problems Americans face in their attempt to make democracy work. | Compare the ideals of democracy with those of communism. |  |
|  | Review the three branches of U. S. Government and the work of each. |  |
|  | Have class list standing committees of both houses of congress. |  |
|  | Prepare a panel discussion on the topic, "Do Our Representatives Accurately Reflect the Will of the People?" | World Almanac<br>Readers Guide |
|  | Assign an essay on the topic, "Do Congressional Investigations Tend to Endanger the Civil Rights of Individuals?" | Periodicals |
|  | Have students make a chart showing the U. S. National Product and National Debt. | Barth, Alan<br>Government By Investigation<br>Viking Press |
|  | Discuss the rise in taxes the past ten years. |  |
|  | List the uses the Federal Government makes of tax money and have class discuss sources from which taxes will be obtained. | Filmstrips:<br>The Federal Budget in Brief<br>Bureau of the Budget<br>Superintendent of Documents<br>Washington D.C.<br>New York Times |
| The problems of Metropolitan Areas. | Discuss reasons why American population has migrated from rural to urban areas. |  |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| | Assign Research reading on major problems which beset large cities, and how slums develop. | Filmstrip:<br>**Growing Crisis For the Cities**<br>New York Times |
| | List problems of adjustment which face declining rural areas, and the growing cities and suburbs. | Editors of Fortune<br>**The Exploding Metropolis**<br>Anchor Book, Doubleday |
| | Provide a map for students to point out those states which have over 65% urban population. | Gordon, Mitchell<br>**Sick Cities**<br>MacMillan |
| | Arrange a debate on the topic "Urban Renewal Programs Sponsored by the Federal Government Does Not Meet the Needs of the Very Needy." | Higbee, Edward<br>**The Squeeze**<br>Morrow |
| | Have the students analyze some important problems faced by their community and describe action that is being taken to solve them. | Readers Guide<br>New York Times |
| | Show film on communism. | |
| The international problems—the masses of hungry people, underdeveloped countries, the threat of nuclear weapons, and the prevention of global war. | Discuss the goals of communism and the challenge these goals present to the free world. | Films:<br>**Communism**<br>**Behind the Iron Curtain**<br>Coronet |
| | Assign reports on "The Cold War." | |
| | Review the provisions of the International Security Act. | Readers Guide |
| | Prepare a graph to show the territorial growth of communism since 1919. Show the number of people who have come under communist domination and | World Almanac |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| | compare these gains with the area and population of the Free World. | |
| | Conduct a panel discussion on the topic, "Diplomatic Negotiations With the Communists are a Waste of Time and Effort." | Hoover, J. Edgar<br>Masters of Deceit<br>Pocket Books, Inc. |
| | Show a film on food production. | Film:<br>Food and People<br>Encyclopedia Britannica |
| | Use a political map of the world and have students locate the countries that are the most densely populated. | |
| | Through assigned reading, have class compare the life expectancy of a child born in the Congo, in Italy and in the United States. | Bureau of Census<br>National Office of Vital Statistics |
| | Make a graph of population growth since 1900. | |
| | Assign a report on Thomas Malthus and his doctrine. | Problems of Democracy<br>Ginn and Company |
| | Arrange a panel discussion on the dangers of overpopulation as it relates to social, economic and political issues. | Malthus, Thomas<br>Essay on the Principles of Population |
| | | Readers Guide |
| | Have the class name reasons why hungry, underdeveloped countries are easy prey for communist promises. | Periodicals<br>Time, Life, U. S. News and World Report |
| | Assign an essay on the topic, "Can the United States Afford to Ignore the Problems of Over Population in Other Parts of the World." | |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
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| | Invite a person who has been in the Peace Corp to speak to your class. | United Nations Children's Fund<br>Food and Agriculture Organization |
| | Conduct a study of the policies the governments of Japan and India have designed to curb population growth. | World Health Organization<br>Agency for International Development |
| | After reading about the country, have the students plan an aid program for an over populated, under developed area in Pakistan. | Peace Corp<br>CARE |
| | List needs and ways to help people help themselves and have the class apply this plan in whole or in parts to other needy areas. | Current Magazines<br>Newspapers |
| The United States' International Policy. | Show a film to introduce international relations. | Richard L. Tobin<br>Some Vital Statistics<br>The Saturday Review |
| | Read and discuss the Monroe Doctrine and its implications today. | Film:<br>Planning Our Foreign Policy<br>Encyclopedia Britannica |
| | Assign reports on the responsibility of the President and Congress in determining our foreign policies. | Film:<br>The Rise of America As A World Power<br>Current Affairs |
| | Show how the Department of State, the Cabinet, private experts, and public opinion help and advise the President in particular situations. | |
| | Assign reports on the work of ambassadors and envoys, special meetings of foreign ministers, summit meetings, and the United Nations as they relate to foreign policy. | |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| | Discuss the organization and purpose of UNESCO. | |
| | Assign reading and discussion of the Truman Doctrine and the Marshall Plan. | |
| | Read and hold a class discussion on recent treaties and alliances of the United States, their obligations and advantages. | NATO<br>OAS |
| | List and discuss the five goals of the United States Foreign Policy. | SEATO<br>Nuclear Test Ban |
| | Hold a panel discussion on the topics "Is Disarmament Possible?" and "Is Civil Defense Futile and Wasted Effort?" | Department of State-1963 |
| | Compare the costs of World War I, World War II and the Korean War. | Filmstrip:<br>Defense and Disarmament |
| | List the causes and effects of these wars. | New York Times |
| | Assign an essay on the United States' position in the war in Viet Nam. | WHAT TO TEACH |
| | Study the background of this war and the conditions with those of the Korean War. | |
| | Read and discuss the problems of Red China in relationship to the United States, the United Nations, and the Soviet Union. | |
| | Debate the question, "Should Red China be admitted to the United | |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
|  | Nations in Return for Chinese Co-operation in Working Out a Disarmament Control System?" |  |
|  | Have the students spell and define these words and phrases: nationalism, imperialism, limited war, brush fire wars, subversion, big stick policy, full proof inspection system, and massive retaliation. Apply these terms to current events. | Film:<br>**World Affairs Are Your Affairs**<br>Encyclopedia Britannica |
|  | Have each student present his viewpoint on world peace and what he can do to help secure it. |  |

# MATHEMATICS

## LEVEL I

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| The understanding of the meanings of numbers 1-10,000 | Teach the following concepts:<br>a. Rote counting - 0 meaning not any.<br>b. Counting by 2's, 5's, 10's to 100.<br>c. Using concrete objects such as books, desks, lights, pencils, coins, etc.<br>d. Counting the items by 2's, 5's, 10's orally.<br>e. Circling the largest or smallest number in a group.<br>f. Semi-concrete symbols -lines, dots, circles-to represent abstract numbers.<br>g. Selecting 10's out of a number. | Filmstrips<br>What Numbers Mean<br>Zero As A Place Holder<br>McGraw Hill |
| The sequential values of numbers. (7 comes after 6, 5 before 6, etc.) | Have students fill in blanks with numbers that come before or after.<br>————112 25————<br>before after<br>Have students write numbers in sequence according to groups. (Begin at 10, write to 40)<br>Have students extend serial order of numbers as needed.<br>Have student place missing number in blanks.<br>Have students place flash cards in sequence. | Filmstrips:<br>What Numbers Mean<br>Zero As A Place Holder<br>Numbers and Numerals<br>More Numbers and Numerals<br>Adventures With Numbers Series<br>Making Change<br>McGraw Hill |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| The development of a quantitative vocabulary | Have students distinguish between meanings of terms as; short-long, few-many, more-less, light-heavy, large-small, wide-narrow, etc. Use pictures denoting the above words. | Set No. 1:<br>Naming Numbers<br>True and False Statements and Open Sentences<br>McGraw-Hill |
| | Have students arrange words according to their categories. | |
| | Provide exercise to match like words. | |
| | Use objects for comparisons. | |
| Ordinal numbers and how they are formed. | Have students establish number concept in relation to ordinals: 1-1st, 2-2nd. | Filmstrips:<br>Using and Understanding Numbers<br>Society for Visual Education |
| | Show ways of writing ordinals (first-1st). | |
| | Provide experience to match ordinal number with accompaniment. (1 2 3 4 -st, -nd, -rd, -th) | |
| | Establish the concept that last is not confined to number but means the end. | |
| The correlation between Cardinal and Ordinal numbers. | Develop a chart depicting the number in relation to the same ordinal and cardinal word—3-three-third. | Using Numbers<br>Encyclopedia Britannica Films |
| | Have students rote count ordinals in sequence. | |
| | Write ordinals in sequence and leave blanks to be filled in by students. | Basic Numbers Speed O Strip<br>Society For Visual Education |
| | Have the class identify ordinal with numbers. | |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| | Use ordinals in class proceedings.<br>When referring to directions (fifth page, Chapter (4th Chapter) use ordinals.<br>When referring to words in a spelling list, scores, calendar dates and years use ordinals. | |
| Ability to recognize and write numbers according to their place value. | Have students comprehend number places.<br>Familiarize students with terms.<br>Explanation chart using value of numbers and its importance.<br>Explain the difference between 2 place and 3 place numbers with 0 as a place holder.<br>Example: 23—203<br>Dictate numbers to class and have them write them.<br>Have students use the comma to separate thousands and hundreds. | |
| Terms associated with computation and thought problems using addition and student mastery of the basic one hundred addition facts. | List and discuss words and signs used in adding-addition, addends, sum, plus, equal, digits, and, carrying, decimal point.<br>Identify words used in addition and point out examples in text books. | Basic Essentials of Mathematics-Part 1<br>System For Success-Book 1<br>Figure It Out<br>Follett Publishing Company<br>Steps To Learning I<br>Programmed Math For Adults - Book 1<br>Basic Addition<br>McGraw-Hill |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
|  | Use objects such as beans, pencils, chips, or other small items to gain an understanding of addition. Begin with small groups such as two and two and progress to more difficult combinations. | Films:<br>Arithmetic For Beginners<br>Story of Our Number System<br>Coronet |
|  | Play addition games. |  |
|  | Have students learn the one hundred basic addition facts. | Number System<br>Encyclopaedia Britannica Films |
|  | Discuss the use of key words found in thought problems where addition is the necessary process. (Altogether, in all, both and together) |  |
| Experience in adding numbers (Computation). | Have students practice and drill problems with:<br>a. Two addends (one digit each) no carrying.<br>b. Adding zero to a number.<br>c. Three one-digit addends - no carrying.<br>d. Two two-digit addends-no carrying.<br>e. Introduce carrying.<br>f. Three two-digit addends with carrying.<br>g. Adding dollars and cents.<br>h. Adding by endings. | Programmed Math For Adults, Problems In Basic Addition<br>McGraw-Hill |
| Experience in solving addition thought problems. | Have students make up thought problems involving addition; the class solves the problems. | Related Fact Cards<br>Milton Bradley |
|  | Use textbook thought problems. | Relationship Cards<br>Ideal |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
|  | Plan an imaginary shopping trip to the grocery store, or other place of business where addition may be involved. | Film:<br>**Arithmetic In A Food Store**<br>Coronet |
|  |  | **Place Value Cards**<br>**Number Concept Cards**<br>Ideal |
| The concept of addition used in making change. | Provide experiences for actually counting money in making change. Use education play money. | Magnetic Enlarges U. S. Coin<br>(Instructor) |
|  | Show filmstrip about making change. | Film:<br>**Making Change**<br>Coronet |
| Terms associated with the computation of thought problems in subtraction and mastery of the one hundred subtraction facts. | List and discuss such words as minus, minuend, subtrahend, difference, take away, from.<br>Use transparencies (teacher made or commercial) to illustrate subtraction terms.<br>Use playing card, checkers, or slips of construction paper to teach the concept of subtraction.<br>Have students learn subtraction facts.<br>Use educational subtraction games or flash cards. | Arithmetic Games:<br>**Addo**<br>**Imma Whiz**<br>Kenworthy<br>**Combinations Are Fun**<br>**Perception Cards**<br>Arithme-Sticks<br>**Quizmo**<br>Milton Bradley<br>**Winning Touch**<br>**Add Me**<br>Ideal |
| Experience in subtracting numbers. | Practice subtraction using the following order of difficulty: Subtraction of two one-digit numbers with no borrowing; subtracting zero in the subtrahend position; subtracting two-digit numbers with no borrowing; subtracting with zeros in the minuend; subtracting dollars and cents. | **Basic Essentials of Mathematics - Part I**<br>Steck-Vaughn<br>**System For Success**<br>**Figure It out**<br>Follett |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| Experience in solving subtraction thought problems. | Have students make up thought problems involving subtraction; other class members solve problems.<br>Use textbook thought problems. | Arithmetic Filmstrip Series:<br>**Reading and Writing Whole Numbers**<br>**Addition and Subtraction**<br>**What Are Numbers?**<br>**Multiplication And Division**<br>**Solving Problems**<br>**Meaning Of Fractions**<br>**Measurements**<br>McGraw-Hill |
| Vocabulary associated with multiplication. | Discuss words such as multiplier, multiplicand, product, factors. | |
| The relationship between addition and multiplication. | Use poker chips, bottle caps, or other items to show the relation of addition and multiplication. | |
| Number relationships as revealed through multiples. | Teach students to count by 2's, 5's and 10's.<br>Use flash cards for basic combinations (drill).<br>Have students learn multiplication tables for 3's, 4's, 6's, 7's, 8's, and 9's. | |
| Experience in multiplying numbers. | Drills at the blackboard and seat.<br>Practice multiplication using the following order of difficulty:<br>a. Basic multiplication facts.<br>b. Multiplying two-digit numbers by one-digit numbers.<br>c. Multiplying three-digit numbers by a one-digit number.<br>d. Multiplying dollars and cents. | Film:<br>**Multiplication Is Easy**<br>Coronet |
| Relationship between multiplication and division. | | |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| Knowledge of vocabulary associated with division. | Discuss words such as quotient, divisor, dividend, remainder, and illustrate their meaning. | |
| Practice in division (computation). | Present practice exercises in the following: | |
| | One-digit divisor for two-digit dividend. One-digit divisor for three-digit dividend. | |
| Mastery of thought problems in division. | | |
| Functional mathematical understandings. | Teach concept of a dozen and a bakers' dozen. | |
| | Use a film to show facts of banking as they affect everyday life. Discuss. | Rulers:<br>Samples of checks and other forms. |
| | Use sample blanks of various kinds to give experience in completing them. | |
| | Use a filmstrip or a movie to introduce percentage as used in everyday life. | Calendar |
| | Discuss or use visual aids to show days of week, month, year and leap year. | Transparency:<br>**How to Use the Ruler**<br>A chart of various clock faces. |
| | Use a transparency, teach information about clocks . . . seconds, minutes, hours, second hands, various types of numerals to indicate the numbers on the face of the clock and teach how to tell time. | Films:<br>**How Banks Serve**<br>**Money Talks**<br>**Pay to the Order of**<br>**Using Bank Credit**<br>American Banking Association |
| | Show simple bargraphs and teach students to read them. | Transparency:<br>**How To Tell Time** |
| | Discuss kinds of thermometers and instruct students how to read them. | Films:<br>**Let's Measure Inches, Feet and Yards**<br>Coronet |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
|  | Teach about kinds of insurance. |  |
|  | Bring resource persons in to talk about insurance, banking, loans or other topics. | Introducing Graphs<br>McGraw-Hill |
|  | Teach students to compute the week's earnings for regular time and extra time. | Measurement In The Food Store<br>Coronet |
|  | Give experiences in measurements—linear, dry, liquid. | Story of Weights and Measures<br>Encyclopaedia Britannica |
| Use of number concepts in measuring and locating things, along with a vocabulary sufficient to deal with practical every day experiences. | Discuss meaning of such measures and terms as inch, yard, foot, pint, quart, local mile, dozen, week, month, penny, nickel, dime, hour, days of the week, months of the year, daily dates, daily schedules, radio, and television schedules, stamps, automobile licenses. | Arithmetic Charts Handbook<br>Feron Publisher |
|  | Have students use simple number concepts in measuring, in locating things and in construction work. | Arithmetic Games<br>Feron Publisher |
|  | Have students use in as many practical situations as possible the following skills: telling time by the clock, daylight saving time, years, leap year, dates on the calendar, length, width, breadth, square, measurement, gallon, pint, quart, bushel, peck, weight in pounds, ton, ounces, grams, degrees on various types of thermometer, mileage. |  |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| | Have students gain practice and experience in these activities: | **Arithmetic Learning Activities**<br>Feron Publishers |
| | a. Learning numbers 1 through 20. | |
| | b. Establishing word vocabulary; width, length, wider, tall, tallest, long, longest, thick, thin, breadth, short, shortest, small, smallest, half, three-fourths one-fourth, more, less. | **How To Meet Individual Differences In Teaching Arithmetic**<br>Feron Publishers |
| | c. Making comparisons of prices, sizes of items. | Filmstrip: |
| | d. Reading sale signs and ads, evaluating. | **Count 1-2-3-4-5**<br>The Filmstrip House |
| | e. Discussing earning, spending and selling. | |
| | f. Reading a variety of scale measures. | |
| | g. Practice in estimating answers. | |
| | h. Reading and recording daily temperatures. | |
| | i. Using various types of thermometers. | |
| | j. Practice in simple thought problems applicable to everyday experiences. | |
| Fractional concepts of one-half, one-fourth, three-fourths, one-third in relation to the whole. | Teach definition of fraction as a number. | |
| | Let students cut paper into fractional parts. | |
| | Divide class into fractional parts. | Filmstrip:<br>**Building Concepts in Mathematics**<br>Cenco Educational Aids |
| | Measure how much material has been covered in class books. (½, ¼, etc.) | |
| | Use flannel board to represent fractional parts in relation to the whole. | |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
|  | Use ruler charts and have students fill in fractional parts. |  |
|  | Have students shade fractional parts of a whole using geometric figures. (circles, squares, rectangles) |  |
|  | Show fractional concepts in relation to one dollar, i.e., (50¢-½ dollar, 75¢-¾ dollar.) |  |
|  | Use measuring cup and water to show fractional parts of liquid measure. |  |

# MATHEMATICS

## LEVEL II

### 4-6

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| The development of speed and accuracy in addition. | Administer diagnostic test to determine level of attainment. Provide chalkboard drill and practice in the following areas.<br>a. Zeros in addition.<br>b. Addition with carrying to tens.<br>c. Addition with carrying to hundreds.<br>d. Addition of whole numbers.<br>e. Addition of dollars and cents.<br>f. Thought of story problems from a test. | **Basic Essentials of Mathematics**<br>Book 1<br>Steck-Vaughn<br>**Programmed Math for Adults**<br>McGraw-Hill Series |
| Experiences in making addition more meaningful. | Ask students to submit addition problems from pupils' own experience. Teach terms addend and sum. Students label parts of addition problems. | **Applied Arithmetic Essentials**<br>H. M. Rowe Company |
| Review of fundamental processes | Review subtraction using practice exercises and chalkboard.<br>a. Subtract whole numbers without borrowing.<br>b. Subtract with borrowing.<br>c. Subtract money.<br>d. Borrow with money. | **Growing Up With Arithmetic, 5 & 6**<br>**Plain Arithmetic, 7**<br>McCormick-Mathers<br>Filmstrip:<br>**Place Value and Subtraction** |
| Development of speed and accuracy. | Use speed drills on board and paper. Provide exercises for the following: | **Figure It Out**<br>**Books 1 and 2**<br>Follett Publishing Company |
| Practice in checking for accuracy. | Check answers by adding up.<br>Use zeros in subtraction.<br>Reasoning problems using subtraction from text.<br>Problems from students' own experience. | |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| Mastery of the tables so that the facts are readily available. | Provide flash cards for drill in the following:<br>a. Multiplication tables<br>b. Combinations through the 12 tables<br>c. Multiplication of whole numbers<br>d. Carrying in multiplication using multi-place numbers.<br>e. Zeros in multiplication. | Film:<br>**Multiplication of Whole Numbers**<br>Science Research Institute<br>**Arithmetic of the Whole Numbers**<br>Temac Series<br>Encyclopaedia Britannica Press |
| Correct knowledge of terms used in multiplication. | Teach terms as multiplier, multiplicand, and product and label such names on a chart. | |
| Meaning of fractions such as 1/2, 1/3, 1/4, 1/5, 1/6, etc. | Use a transparency to show the meaning of fractions. | |
| Fractional terms. | Practice the writing of fractions.<br>Use film or filmstrips<br>Label parts of fractions on a chart for study. | Filmstrips:<br>**Fractional Parts of Groups**<br>**Comparing Fractions**<br>Jam Handy Company |
| Relation of multiplication and division. | Give problems to show inter-relationships of short division. | |
| | Label parts divisor, dividend and quotient on a transparency or chart for study. | Film:<br>**Division of Whole Numbers**<br>Science Research Institute |
| Problems using short division. | Reasoning problems are assigned for drill. | |
| Two figure divisors | Long division in simple form, i.e., as 24÷20 is provided for practice and drill. | **Basic Mathematics**<br>**Books 1 and 2**<br>Addison-Wesley |
| Two figure divisor with one figure quotient and how to prove correct answers. | Teach students to correct method of proof for each problem solved with or without a remainder. | |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| Practice with zero endings, long and short method. | Have students to cancel the same number of final zeros in both divisor and dividend for short method. | Film:<br>**Fractions Finding the Common Denominator**<br>**Coronet** |

# MATHEMATICS

## LEVEL III

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| A review of the fundamental skills and processes of whole numbers fraction and decimals. | Administer a diagnostic test. | **Foundation Mathematics**<br>McGraw Hill |
| | Project a sample front page of Internal Revenue Form 1040 on overhead projector. Write sums on transparency and have students add and subtract according to instructions on the form. | **Basic Essentials of Math Part I**<br>Steck-Vaughn |
| | Provide practice exercises on addition, subtraction, multiplication, division. Watch for slowness and finger counting. Indentify students who need more review. | Film:<br>**Language of Mathematics**<br>Coronet |
| | Divide class into ability groups. Demonstrate how each previously assigned practice exercise is worked. | **ASMD Teachers' Manual with Tests**<br>**ASMD Subtraction**<br>Addison-Wesley |
| | Construct word problems that require adding income tax deductions, multiplying wages and hours, and dividing miles traveled by gallons of gasoline used. | **7th Grade Mathematics**<br>**Temac Series**<br>Encyclopaedia Britannica Press |
| | Explain the meaning of integers, mixed numbers, proper fractions, and improper fractions. | **Programmed Math for Adults**<br>**Book 2 Advanced Addition**<br>**Book 3 Subtraction**<br>**Book 4 Multiplication**<br>McGraw-Hill |
| | Provide practice in adding and subtracting fractions with like and unlike denominators. | **ASMD Multiplication**<br>Addison-Wesley |
| | Construct word problems that require adding fractional parts of gallons, | **Programmed Math for Adults** |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
|  | and subtracting fractional parts of feet. | **Book 6 Fractions**<br>McGraw Hill |
|  | Demonstrate multiplication and division of fraction skills. Provide practice exercises as needed. Individualize instruction. | Film:<br>**Multiply and Divide Fractions**<br>Jam Handy |
|  | Introduce decimal fractions through demonstration and film. | Film:<br>**Meaning of Fractions**<br>Colburn |
|  |  | Film:<br>**Multiplying Fractions**<br>Knowledge Builders |
|  |  | Film:<br>**Decimals Are Easy**<br>Coronet |
|  |  | Filmstrip:<br>**Meaning of Decimals**<br>Encyclopaedia Britannica |
|  |  | **Programmed Math for Adults**<br>**Book 7 Decimals**<br>**Problem Book 7 - Decimals**<br>McGraw-Hill |
| The Use of Percent | Arrange for resource person from a bank or savings and loan to explain a mortgage. Demonstrate how to compute the interest. | Film:<br>**Money in the Bank and Out**<br>Churchill Films |
|  | Show how to find the interest on a $2,000 automobile loan for three years at 5% interest. | Filmstrip:<br>**Making Money Work for You**<br>Popular Science |
|  | Discuss installment buying. Ask class to name household items they have purchased on time. Have students compute simple installment purchase and monthly payments. | Filmstrip:<br>**Meaning and Understanding of Percent**<br>Society of Visual Ed. |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| | | **Basic Essentials of Math Part II**<br>Steck-Vaughn |
| | Project sample pages of Internal Revenue form 1040 showing interest deductions. Write sums on transparencies. | **Using Mathematics Grade 7**<br>McGraw-Hill |
| The ability to read, comprehend, and use tables and graphs applicable to daily experiences. | Supply students with time tables of air, rail, and bus travel. Have students plan a trip to a single destination using all three tables. Discuss differences in time among the three. | Transparencies:<br>**Set of 3**<br>**Bar Graphs**<br>**Line Graphs**<br>**Picto-Graphs**<br>Curriculum Materials Corp. |
| | Use programmed materials for individualized work. | **Programmed Math for Adults**<br>**Measurements**<br>McGraw Hill |
| | Present practical problems involving the use of formulas. | Cards<br>**Important Ideas in Algebra**<br>E. Z. Sort System, Inc. |
| | Use drill and practice in working problems involving formulas. | Films:<br>**Solids in the World Around Us**<br>**Surface Areas of Solids**<br>**Volumes of Cubes, Prisms, and Cylinders**<br>Cenco |
| | Divide the class into small groups for more individual work in mastering use of formulas. | **Formulas in Mathematics**<br>International Film Bureau |
| Equations involving ratio<br>The meaning of proportions | Discuss the meaning of how proportion may be used in solving problems in measurements and in finding distances. | **Measuring Areas, Squares, and Rectangles**<br>Coronet |
| | Give practice in the application of proportion to everyday life. | Film:<br>**Proportion at Work**<br>International Film Bureau |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
|  | Show films and filmstrips to reinforce concept of proportion. | **Ratio and Proportion in Mathematics** |
|  | Provide drill and practice in proportion. |  |
| Using fractional equations | Introduce the fractional equation and discuss its use in everyday life. |  |
|  | Provide drill and practice |  |
| United States System of linear measurement: foot, yard, rod, furlong, mile | Discuss with the class the area in which each of these measurements are used. | Transparency:<br>**Linear Measurement**<br>Curriculum Materials Corporation |
|  | Provide practical exercise using these measurements. | Book:<br>**Exploring Mathematics on Your Own:**<br>**The World of Measurements** |
|  | Have students report on United States system of measurements versus other countries' measurements. |  |
|  | Have students bring to class road maps of Missouri to be used in determining distances between two given points. At various speeds have students compute travel time. | Film:<br>**Introducing Graphs**<br>McGraw Hill |
|  | Provide short income tax forms for studying. Using a given income, have each student fill in short form and compute tax from table. |  |
|  | Project samples of line, bar, and circle graphs on overhead projector. Discuss with class advantages and disadvantages of each. |  |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| | Provide exercises in constructing and interpreting line, bar, and circle graphs.<br>Example:<br>a. Construct a circle graph depicting family expenditures.<br>b. Have class keep data on the weekly price of hamburger from newspaper. Plot a line graph depicting the price fluctuations.<br>c. Have class keep data on number of cups of coffee consumed by male and female members during breaks over a two week period. Construct a bar graph to depict these two class variables. | |
| Formulas such as rates of interest, areas, unknown quantities. | Discuss the use and meaning of formulas and how they are helpful in everyday life. | **Handbook of Mathematics Tables and Formulas**<br>**McGraw-Hill** |
| | Introduce such common formulas as these and through discussion determine the level of understanding already present in the group $I = PRT$, $a = LW$ $A = \pi r2$, $2\pi r = C$. | **Programmed Business Mathematics**<br>**Concepts, Skills, and Application**<br>**McGraw-Hill** |
| | Show films showing how surface areas of solids are determined. Discuss. | **Basic Mathematics and Basic**<br>**Mathematics Measurements Temac Series**<br>**Encyclopaedia Britannica Press** |
| U. S. System of linear measurement: foot, yard, rod, furlong, mile. | Discuss with the class the area in which each of these measurements are used. | **Transparency:**<br>**Linear Measurement**<br>**Curriculum Materials Corporation** |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
|  | Provide practical exercises using these measurements. |  |
|  | Have students report on U. S. System of measurements versus other countries' measurements. | Exploring Mathematics<br>On Your Own<br>The World of Measurements<br>McGraw-Hill |
| Nautical Measure: knot, league, fathom. | Explain to class how knot, league, and fathom measurements are used. | Programmed Instruction:<br>Measurement<br>McGraw-Hill |
|  | Give problems converting miles per hour to knots, feet to leagues, and feet to fathom. |  |
|  | Have students figure out if a boat is traveling at 10 knots per hour, how long will it take to travel 2,000 miles. | Filmstrip:<br>Metric System<br>McGraw-Hill |
| Metric system measure: Millimeter, centimeter, decimeter, meter, kilometer, myriameter. | Construct a chart of the areas where the metric system is used. | Films:<br>Metric System<br>Story of Weights and Measures<br>Coronet |
|  | Have students practice converting metric problems to other types of measurements. |  |
|  | Discuss what products in the U. S. are measured by the metric system. |  |
|  | Assign report to students to find what countries use the metric system, and to what extent it is used. |  |
| The use of geometrical figures. | Show film or filmstrip to demonstrate how geometry is used in our lives. | Filmstrip:<br>Area<br>McGraw-Hill<br>Films:<br>Lines and Angles<br>Knowledge Builders<br>Angles and Their Measurements<br>Measuring Squares and Rectangles<br>Coronet |
|  | Break class into groups and have students figure angles, degrees, etc. that can be found in classroom. |  |

# MATHEMATICS

## LEVEL IV

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
|  | Administer test to determine level of achievement and diagnosis of individual problems. | California Arithmetic Test<br>California Test Bureau |
| Review multiplication and division of whole numbers, decimals and fractions. | Compute areas of 2-dimensional plane figures triangles, squares, trapezoids, rectangles. Compute area and volume of 3 dimensional figures and volumetric or cubic measure figures, pyramids, cones, spheres, cubes, rectangular solids. | **Lessons for Self-Instructions in Basic Skills**<br>California Test Bureau<br>**Algebra - Book 1**<br>Steck-Vaughn Company |
|  | Demonstrate and give practice in proportions and ratios. | **The New Math Made Simple**<br>Doubleday and Company |
|  | Discuss concepts of compound and simple interest. Give practice problems. |  |
| Basic Algebra | Present the concept of an unknown such as the use of interest formula $I=prt$ ($I$=interest, $p$=principle, $r$=rate, $t$=time) Give practice in addition, subtraction, multiplication and division of monomials. | **Making Mathematics Plain**<br>McCormick-Mathers |
|  | Provide drill and practice in fractional equations, equation construction, solving for unknowns. | Filmstrips:<br>**Topics in Algebra and Coordinate Geometry**<br>**Geometric Construction with Circles and Polygons**<br>**Introducing Geometric Figures**<br>**Brain Teasers**<br>**The Slide Rule**<br>**Polar and Rectangular Coordinates**<br>**Trigonometric Functions** |
|  | Explain the structure of plane figures and their constructions. |  |
|  | Demonstrate theorem derivation and its usage in solving plane geometric problems. |  |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
|  | Give practical exercises in solving geometric problems such as the pythagorian theorem. | Introduction of Probability<br>Natural Number System<br>Fractional Numbers<br>3M Visual Products Company |
| Basic Trigonometry | Explain derivation of the basic functions of trigonometry, sine, cosine, tangent. |  |
| Basic concepts of the New Mathematics | Have students use the basic trigonometric functions to solve simple problems in plane trigonometry. | Films:<br>Geometry and You<br>Measurement<br>Multiplying Fractions<br>Polygons<br>Ratio in Proportion in Mathematics<br>Similar Triangles<br>Story of Measuring Time<br>Quadrilaterals<br>Pattern in Mathematics<br>Lines and Angles<br>Algebra in Everyday Life<br>Algebra: A Way of Thinking About Numbers<br>University of Missouri Library |
|  | Define sets and bases. |  |
|  | Provide drill for students to learn to count in the different bases, such as base five. |  |
|  | Give practice in addition, subtraction, multiplication and division in bases other than base ten. |  |

# SCIENCE
## LEVEL I

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| Improvement of health and safety in the home through broadened knowledge. | Bring in resource persons to talk about home nutrition. | Films:<br>**The Best Way to Eat**<br>University of Pittsburgh |
| | Show films or filmstrips about safety precautions in the home. | **Focus on Food**<br>Heinz Food Company |
| | Discuss preventative health measures that should be taken in family life. | **Facts About Figures**<br>New York State Health Department |
| | Teach simple first aid. | **Electrical Safety in the Home**<br>Kansas State Health Department |
| | Use films or filmstrips to teach better care of the body, adjusting to aging, child care and development, chronic diseases, dental health, drug addiction, environmental sanitation, health services, marriage and family life, personal hygiene, prenatal care, quackery, veneral disease, and mental health. | **How to Have An Accident at Home**<br>Walt Disney Productions<br>**How to Do Rescue Breathing**<br>Kansas State Health Department |
| | Demonstrate first aid precautions. | **Body Care and Grooming**<br>McGraw-Hill |
| | Tour neighborhoods to observe environmental conditions. | **Aging: A Modern Social Achievement**<br>Kansas State Health Department |
| | Discuss what agencies might be contacted when problems of health and safety arise. | **Seizure**<br>Veteran's Adm. |
| | Invite a resource person to talk about economical but nourishing meals. | **The Innocent Party**<br>Kansas State Health Department |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
|  | Discuss health articles which appear in local newspapers. | **A Community Problem**<br>Caterpillar Tractor Company |
|  | Invite a resource person to speak about planned parenthood. | **Cancer**<br>Encyclopaedia Britannica |
|  |  | **Fundamentals of Diet**<br>Encyclopaedia Britannica |
| Knowledge of physical science in one's daily life. | Through filmstrips, teach knowledge about heat, sound, electricity and light in the home. | Filmstrips:<br>**Fundamentals of Science Sets 7-8-9**<br>Eyegate |
|  | Discuss the use of simple machines in the home. | **Fundamental Elements of Weather**<br>Eyegate |
|  | Learn how to compute water, light, and gas bills. | **The Space Age**<br>Eyegate |
|  | Discuss how heat and light may be conserved in the home. | **Wonders of the Sky**<br>Eyegate |
|  | Demonstrate time saving machines which are used in the home. | Films:<br>**Why Seasons Change**<br>Encyclopaedia Britannica |
|  | Through films and filmstrips teach simple space science. | **The Work of Rivers**<br>Encyclopaedia Britannica |
|  | Read newspaper accounts of space efforts and discuss in class. | **Hurricane Watch**<br>U.S. Weather Bureau |
|  | Teach students to recognize and know something about space vocabulary words that are in common use. | **Magic in the Air**<br>General Motors<br>**States of Matter**<br>McGraw-Hill |
|  | Discuss kinds of weather in the area. |  |
|  | Through films and filmstrips teach students to |  |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| | recognize weather conditions such as tornadoes and cloud formations. | **Sound and How It Travels**<br>**Encyclopaedia Britannica** |
| | Discuss and show class a barometer. | |
| | Read the daily weather reports from the newspapers. | **Weather: Understanding Precipitation**<br>**Coronet** |
| | Look at local weather reports on television and discuss. | **Weather: Why It Changes**<br>**Coronet** |
| | Discuss seasons. | **What is Electricity?**<br>**Encyclopaedia Britannica** |
| | | **What is Space?**<br>**Encyclopaedia Britannica** |
| A study of lower life. . | Discuss common insects in the home and their control. | Films:<br>**The House Fly**<br>**Encyclopaedia Britannica** |
| | Teach about helpful insects. | |
| | Invite an exterminator into the class to talk. | **One Bug is Too Many**<br>**U. S. Department of Agriculture** |
| | To aid in recognition of harmful plants and first aid that is necessary if they are handled or eaten. | **Making Cotton Clothing**<br>**Encyclopaedia Britannica** |
| | Discussion of the interdependence of life in the world today. | **Tour Daily Bread**<br>**American Baker's Association** |
| | A study of animals used for food. | Filmstrips:<br>**Flowers and Their Purposes**<br>**Cenco** |
| | A study of plants used for food. | **Fruits and Plants**<br>**Cenco** |
| | | **Beginning Nature Study**<br>**Cenco** |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| | | Finding Out About Green Plants<br>Cenco |
| | | Role of Flowers and Fruits (4 strips)<br>Cenco |

## LEVEL II

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| Plants in everyday life | Use filmstrips and charts about plants. | Filmstrip:<br>**How Seeds Travel**<br>McGraw-Hill |
| | Discuss plants that grow in your area. | |
| | Discuss helpful and harmful plants and what plants must have to live. | **Thinking Ahead in Science (Annotated Edition)**<br>American Book Company |
| | Show fruit and seed producing plants. | |
| | Demonstrate the materials that are made from plants. | Filmstrip:<br>**How a Plant Grows**<br>McGraw-Hill |
| | Exhibit plants that are edible. | Basic Science Series P SSP 100<br>(Picture Charts)<br>Society For Visual Education, Inc. |
| | Show regions where different types of plants grow. | |
| | Have students read orally and discuss stories about plants. Visit a nursery. | Filmstrip:<br>**Plant Life of the Desert**<br>Encyclopaedia Britannica |
| | Show the different environment that animals need for survival. | Filmstrip:<br>**Trees and Flowers in the Four Seasons**<br>Filmfax |
| | Discuss different kinds of food needed for different animals. | **The Science of Living Things Charts**<br>Denoyer—Geppert |
| | Explain the difference between domestic and wild animals. | Filmstrip:<br>**Finding Out How Animals Live**<br>Society For Visual Education, Inc. |
| | Illustrate the life cycle of different animals using the overhead projector. | |
| | Plan and make a trip to a livestock market. | Filmstrip:<br>**Animals and Birds**<br>Encyclopaedia Britannica |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
|  | Show and discuss advantages for survival that nature has given to certain animals.<br>Discuss nature's natural balance.<br>Exhibit and discuss ways animals benefit man.<br>Assign reading about animal life. Make reports.<br>Discuss insects that are beneficial to mankind.<br>Discuss insects that are harmful to mankind.<br>Exhibit charts of different kinds of insects, and discuss the differences.<br>Explain how different insects reproduce.<br>Explain the life cycle of insects such as fly, grasshopper, and butterfly.<br>Explain how chemicals such as D.D.T. controls insects.<br>Divide the class into groups with each group discussing questions as these:<br>a. Differences between living and non-living things.<br>b. The nature of experimental work.<br>c. Major problems facing man that might be solved in biological science.<br>d. Plant and animal | Basic Science Series<br>PSSP200 (Picture Charts)<br>Society For Visual Education, Inc.<br>Life's Science Series<br>Life Magazine<br>Filmstrip:<br>**Harmful Insects**<br>Jim Handy<br>Filmstrip:<br>**Insects That Live in Societies**<br>Encyclopaedia Britannica<br>Films:<br>Tape:<br>**How Animals Fit Their Climate**<br>Tape:<br>**Exploring the World of Plants**<br>Imperial Products, Incorporated<br>Basic Science Part 1<br>Steck-Vaughn<br>Basic Science Part 2<br>Steck-Vaughn<br>**Readers Digest Science**<br>Blue, Orange, Red and Green Books |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| | life in the immediate environment. | |
| | Take a field trip to study insect life. | |
| Physical science and our lives - Time | Discuss the time zone in the United States. | Basic Science Part 2<br>Steck-Vaughn |
| | Use filmstrip to point out why there are time zones. | Film:<br>About Time<br>Southwestern Bell Telephone |
| | Show how time zones affect our travel. | |
| | Have students discuss why there is a line of Demarcation and Greenwich line. | Film:<br>How to Measure Time<br>Encyclopaedia Britannica |
| | Use filmstrips to show what is day and a year. | |
| | Illustrate on the blackboard why there is a leap year. | |
| | Show how the calendar works and discuss the computor calendar. | Filmstrip:<br>Daytime and Nighttime<br>Coronet |
| | Discuss different ways of keeping time, such as by light years. | Filmstrip:<br>How Far is Far<br>McGraw-Hill |
| | Ask students to bring pictures to use on the bulletin board of different periods of time in earth's formation. | Film:<br>Time<br>Indiana University |
| | Have students read and make a report on "How the Earth is Born," Reader's Digest Science Reader; Blue Book. | Filmstrip:<br>Changing Surface of the Earth<br>McGraw-Hill |
| | | Filmstrip:<br>Fundamentals of Science Set 9<br>Eyegate |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| Energy | Ask the student to name as many different forms of energy as they can. | Filmstrip:<br>**Matter - Energy**<br>McGraw-Hill |
| | Illustrate how different forms of energy are produced and used. | Book:<br>**Push and Pull: The Story of Energy**<br>McGraw-Hill |
| | Have a resource person give lecture on the uses of the atom and sun as future forms of energy. | Film:<br>**Energy**<br>University of Missouri Film Library |
| | Have students discuss how most energy is derived from heat. | |
| | Show how everything is made of molecules. | Film:<br>**Energy from the Sun** |
| | Demonstrate how matter can be changed from one form to another. | Film:<br>**Molecules in Motion**<br>Encyclopaedia Britannica |
| | Have students make a list locating the sources of different elements. | Film:<br>**Energy and Its Transformation**<br>Encyclopaedia Britannica |
| | Produce in class some helpful and harmful chemical changes. | |
| | Conduct a simple experiment of testing materials: such as for starch in food. | Filmstrip:<br>**What Are Elements and Compounds**<br>McGraw-Hill |
| | Discuss with class the formation of the earth. | Film:<br>**Chemical Changes All About Us**<br>Coronet |
| | Bring to class a rock collection and discuss the various kinds. | |
| | Have class bring pictures of the various uses of different rocks. | Book:<br>**It's Fun to Know Why: Experiment with Things Around Us**<br>Schwartz<br>McGraw-Hill |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
|  | Use National Geographic Magazine to discuss forms throughout the world. |  |
|  | Have students bring different kinds of rocks and illustrate how these make up different layers of the earth. | Film:<br>**Solids, Liquids, and Gases**<br>McGraw-Hill |
|  | Perform an experiment showing what the freezing and thawing of water does to the earth surface. | Film:<br>**Rocks in Our Neighborhood**<br>McGraw-Hill |
|  |  | Film:<br>**Why Do We Still Have Mountains**<br>Encyclopaedia Britannica Films |
|  |  | Film:<br>**Rocks that Reveal the Past**<br>Film Associates of California |
|  | Have a "weather man" discuss with class the causes and effects of our weather and forecasting. | Filmstrip:<br>**Weather Fronts and Forecasting**<br>McGraw-Hill |
|  | Use film to illustrate different types of cloud formation. | **Everyday Weather and How It Works**<br>Schneider<br>McGraw-Hill |
|  | Perform some simple experiments with air pressure. | Film:<br>**Air All Around Us**<br>McGraw-Hill |
|  | Have class construct a barometer. |  |
|  | Show film on the water cycle of earth. | Film:<br>**What Makes Rain**<br>Young America Films |
|  | Use newspaper to work with weather maps. |  |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
|  | Have students observe the changes which occur in plants and animals during seasons. | Filmstrip:<br>**The Changing Seasons**<br>McGraw-Hill |
|  | Discuss with the students some of the superstitions which involve seasons. | Film:<br>**Causes of the Seasons**<br>Coronet |
|  | Show a film or filmstrip of the sea as source of future food for the world. | Film:<br>**Seasonal Changes in Plants**<br>McGraw-Hill |
|  | Demonstrate how we may take minerals out of sea water. | Filmstrip:<br>**The Seas About Us**<br>McGraw-Hill |
|  | Talk about the possibility that life came from the sea. |  |
| The human body in relation to everyday living. | Have class make a list of things their body has done that day, such as: ran, breathed air, remembered things, chewed food, etc. Discuss how we help our bodies to do these things and what is needed to keep it well. | Films:<br>**About the Human Body**<br>Churchill Films |
|  | Acquaint students with the purposes and methods of inoculation against small pox, diptheria, polio, and tuberculosis tests. | **Human Reproduction**<br>McGraw-Hill |
|  | Plan a trip to the local museum with displays of the human body. | **Bacteria**<br>Encyclopaedia Britannica |
| Importance of food in everyday life. | Discuss the five main classes of food; carbohydrates, proteins, fats, minerals, and vitamins and how each affects the body. |  |
|  | Have students bring in pictures of food and group |  |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
|  | them into classes, display on charts. Discuss why it is important to balance food diet. |  |
|  | Visit a research laboratory where experiments in nutrition are being carried out; methods may be observed also. |  |
|  | Make a list of advertising claims and brand name products of a particular food item (bread or milk). Discuss them with the class and have them analyze them. | Films:<br>**Fundamentals of Diet**<br>**Encyclopaedia Britannica** |
|  | Have students plan a menu for a day using properly balanced diets and discuss. | **Balance Your Diet**<br>**For Health and Appearance**<br>Coronet |
|  | Discuss with class such problems as "How foods are kept from spoiling." "Where did the foods grow?" "What preparation should be made before eating?" | Filmstrips:<br>**Our Food**<br>Eyegate<br>**Safeguarding Your Health**<br>Eyegate |
|  | Invite resource persons from Food and Drug Administration to discuss products with the class. | **The Body**<br>7 transparencies<br>Curriculum Materials Corporation. |
|  | Take a field trip to local gas company. |  |
| The importance of teeth of personal health. | Discuss the importance of periodical dental inspection. |  |
|  | Have students formulate a list of causes of tooth decay and preventative measures they can use. | Films:<br>**Our Teeth**<br>Knowledge Builders |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| | Have dentist discuss with the class the use of Fluorine and other new discoveries to prevent tooth decay and how bad teeth can affect the entire body. | **Save Those Teeth**<br>Encyclopaedia Britannica |
| | Secure a chart that explains the structure of the teeth. Ask students to share any unusual experiences they may have had. | |
| Common diseases and their effects on the body. | Have class make a list of diseases they know about. From the list, the class discusses:<br>1. What caused it?<br>2. What it does in the body.<br>3. How the body fights it.<br>4. What can be done to help the body fight it. | **Infectious Diseases and Natural Body Defenses**<br>Coronet |
| | Discuss common diseases such as viruses, colds, influenza. Ask students for suggestions about contracting the disease, preventatives, care and cure. Make a list for each student to keep. | Film:<br>**Defending the City's Health**<br>Encyclopaedia Britannica |
| | Have pupils watch newspapers for clippings or new developments in health practices, new drugs and other medical discoveries and bring to class for discussion. | Film:<br>**Infectious Diseases and Man Made Defenses**<br>Coronet |
| | Invite resource person from Health Department or Red Cross to discuss bacteria and diseases, prominent health problems and available health care facilities with students. | **Bulletins:**<br>Life Insurance Company |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
|  | Secure pamphlets telling of various available clinics. | **Health and Safety Bulletin**<br>**Local Red Cross** |
|  | Familiarize students with health laws concerning inspection of foods or questionable drugs and quarantine laws for contagious diseases. | **Catalog of Teaching Materials**<br>National Safety Council |
|  | Conduct an informal survey of communicable diseases that have been prevalent in the community. Find out how they are spread and what the public health service does about control. |  |
| Space Science | Discuss other planets in the universe and man's desire to know about them. | **Outer Space: What's Out There?**<br>**Readers Digest Science Reader**<br>(Blue Book) |
|  | Ask students to clip articles about space from local newspapers and bring to class for discussion. | Film:<br>**What is Space?**<br>**Encyclopaedia Britannica** |
|  | Show filmstrip about gravity and let students discuss it. | Filmstrip:<br>**Force Called Gravity**<br>McGraw-Hill |
|  | Ask individuals to read space stories from science books and make oral reports. |  |
|  | Show a film and discuss the implications of space travel. | Film:<br>**American Space Frontiers**<br>SND |
|  | Discuss the meaning of satellite and natural and man made ones which are orbiting the earth. | **Why Satellites Stay Up**<br>**Readers Digest Science Reader**<br>(Blue Book) |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| | Clip pictures of spaceships and bring to class for discussion. | |
| | Show a series of filmstrips about life beyond the earth. Let student read strips as they are projected. Discuss. | Earth and Sky Filmstrip Series:<br>Looking at the Stars<br>Constellations<br>The Earth Satellite<br>A Man Made Moon<br>Harnessing Solar Energy<br>The Sun's Family<br>McGraw-Hill |
| | Appoint a small group to make a report on "The Importance of the Solar System in Life Today." | Filmstrips:<br>The Solar System and the Universe<br>Pioneers of Space<br>Exploration of Space<br>Atoms in Space<br>Aviation in the Space Age<br>The Conquest of Space<br>Man Travels in Space<br>Hazards in Space Travel<br>Destinations in Space<br>Stations on the Moon<br>Eyegate |
| | Visit a planetarium. | |
| | Invite resource persons in to hear speakers on selected facets of spage program. | |
| | Supply calendars for a study of moon phases. | |
| | Discuss superstitions, which prevail concerning plant and moon phases. | |

# SCIENCE

## LEVEL III & IV

| **WHAT TO TEACH** | **HOW TO TEACH** | **MATERIALS** |
|---|---|---|
| Earth and It's Surroundings —Rocks and Soil | Discuss the San Francisco earthquake of 1906 and the cause of earthquakes. | **Exploring Our World**<br>Steck-Vaughn |
| | Appoint a group or committees to work on reports about the geology of the earth.<br>a. The meaning of geology<br>b. Rocks and rock formation<br>c. The structure of the earth<br>d. Mountain formation<br>e. Soil formations | **Webster Classroom Science Library**<br>McGraw-Hill<br>Earth Science Series: Filmstrips:<br>**Changing the Face of the Earth**<br>**Volcanoes and Earthquakes**<br>**Mountains**<br>**The Earth's Crust**<br>**Common Minerals**<br>**Earth A Great Storehouse**<br>**The Earth's Diary**<br>Soc. for Visual Ed., Inc. |
| | Using an overhead projector, make a diagram of the composition of the earth showing the crust, mantle, outer and inner core, students learn meaning. | |
| | Show filmstrips and films about the geology of the world. | **The Earth and Its Resources**<br>McGraw-Hill |
| | Perform an experiment of growing crystals in the classroom. Fill a small pyrex dish with water. Pour this water into a small pot and boil. Then add 3-6 ounces of powdered alum to the boiling water. Add as much alum as will dissolve. Pour solution back into pyrex dish through a circle of filter paper or cheesecloth. Let it cool gradually. Suspend a small piece of thread, with knots, in dish. | **Fossils in America: Their Nature, Origin, Identification and Classification, Guide to Collecting Sites**<br>Harper & Row |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
|  | Crystals will form on it. Discuss natural rock formation in the earth. |  |
|  | Discuss how sun, water, and temperature change affect rocks. | Transparencies:<br>**Earth Science**<br>**Topography**<br>**Elevation**<br>Instructo Products |
|  | Visit a local museum (if available) to see fossils. |  |
|  | Bring in a resource person to talk about conservation of soil. |  |
| World of water and air. | Use a transparency to show the water cycle. | Transparency:<br>**Water Cycle**<br>Western Publishing Educational Service |
|  | Discuss with class the influence of humidity on the lives of man (clothes drying, relationship of air, temperature and humidity, etc.) | Film:<br>**The Weather**<br>Encyclopaedia Britannica |
|  | Through films, teach students to recognize kinds of clouds and learn the kinds of clouds that bring destruction. | **Weather**<br>Gateway<br>Filmstrip:<br>**Clouds and Meteors**<br>UNESCO |
|  |  | Films:<br>**Weather: Understanding Storms**<br>Coronet |
|  | Show a film as a basis for a discussion of oceans. | **We Explore Ocean Life**<br>Coronet |
|  | Visit a water plant. | Filmstrips:<br>**Rivers of Water and Ice**<br>**Underground Water**<br>**Wind and Waves**<br>Society for Visual Ed., Inc. |
|  | Discuss with the class the effect of ocean tides and currents. |  |
|  | Place a list of words related to water and air on the chalkboard for discus- | Filmstrip:<br>**Air, Wind, and Weather**<br>Eyegate |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| | sion and understanding. Use dictionaries and other reference materials to learn and understand the meanings of the words. | **Earth and Space Science**<br>**Holt** |
| | Example:<br>air pressure, altitude, humidity, convection, meteorology, sunspots, sunspot cycle, solar cycle, solar flares, auroras. | |
| | Visit or show a filmstrip of the weather bureau to learn how weather conditions are predicted and observe instruments such as the rain guage. | **A Visit to a Weather Station**<br>**Eyegate** |
| | Ask for volunteers to make reports on air and water travel. | Filmstrips:<br>**Transportation by Water**<br>**Transportation by Air**<br>**Eyegate** |
| | Visit the airport; arrange to take a short air trip. | |
| | Compare types of transportation as to cost, traveling time, and services supplied. | **Scientific Living Today**<br>**Steck-Vaughn** |
| | Invite an air hostess or other official to class to talk about air travel. | |
| The World of Space | Have students study newspaper stories about moon; display pictures which have been taken in space exploration. | |
| | Show a film of the orbit lunar month, occultation of stars, the moon's path in space, and lunar and solar eclipses. | **The Moon**<br>**Encyclopaedia Britannica** |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| | Assign problems in determining light years after a discussion of its meaning (a new measure of distance devised by space — the distance traversed by light in one year. Multiply the speed of light — 186,300 — by the number of seconds in a year.) | **Transparencies**<br>**Eclipses of the Sun and Moon**<br>**Space Pictures**<br>**Flight**<br>Instructo Products |
| | Show by transparency the distance in light years of some stars. | **Science Today**<br>Row, Peterson and Company |
| | Perform experiments of the following theories:<br>a. The orbits of planets are ellipses rather than circles.<br>b. Gravity and inertia must be in balance in order for a planet or satellite to stay in orbit. | pencil, stiff cardboard, loop of string, two thumb tacks, drawing |
| | c. The earth rotates on its axis, set wastebasket on stool, weight being on stick, rotate. | rotating piano stool, wastebasket, stick, string and small weight |
| | d. As the moon revolves around the earth, varying portions of its surface are used. View ball from different directions to see phases. | slide projector, large white ball, dark room |
| | Use a telescope for students to observe and identify stars, galaxies, etc. | Films:<br>**Eyes of Outer Space**<br>**Man in Space**<br>**Stars and Star System**<br>University of Missouri |
| | Allow students to select subjects for term papers. Such subjects as the following are suggested:<br>a. Some interesting facts about planets.<br>b. How do planets differ from Earth. | |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
|  | c. Meteors and meteorites<br>d. Reasons for exploring space |  |
|  | Discuss the principles of rockets. | Filmstrips:<br>**Space and the Atom**<br>**Scanning the Universe**<br>Educational Record Sales |
|  | Ask students to list problems of space travel. Discuss. |  |
|  | Assign students outside reading of magazine articles or books on aspects of space science; students make oral or written reviews. |  |
|  | Discuss the scientific method of approach. |  |
| The World of Matter | Have panel discussion of what products are made through chemical changes and how chemical changes affect our every day living. | Film:<br>**Chemical Changes All About Us**<br>Coronet |
|  | Bring an alchemist to class and have a discussion on the type of work they perform. | Filmstrip:<br>**Fundamentals of Science Set 7**<br>Eyegate |
|  | Experiment in class with elements and compounds. | **Physical Science**<br>Holt, Rinehart |
|  | Show film or filmstrip on the atomic theory. | Filmstrip:<br>**Atomic Theory**<br>McGraw-Hill |
|  | Present the word molecule, discuss and relate to everyday living. | Film:<br>**Atomic Energy: Inside the Atom**<br>Encyclopaedia Britannica |
|  | Hold class experiments to show physical and chemical changes in the three states. | Film:<br>**Molecular Theory of Matter**<br>Encyclopaedia Britannica |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| | Assign individual reports on hydrogen, helium, carbon, oxygen, nitrogen, phosphorus, sodium, metals and non-metals. | |
| The World of Energy | Have students make a list of forms of energy. | |
| | Show relationship between energy and work. | Film:<br>**Energy and Work**<br>Encyclopaedia Britannica |
| | Demonstrate magnetism and gravity as they affect life and the universe. | Film:<br>**Gravity**<br>McGraw-Hill |
| | Compare and contrast kinetic energy with potential energy. | Film:<br>**Magnetic Force**<br>McGraw-Hill |
| | Conduct a study of the law of the conservation of energy. | Film:<br>**Conservation of Energy** |
| | Have students define and discuss these words and phrases; velocity, acceleration, air resistance, friction, laws of motion, weight and measures, mass, gravitation, high and low tides. | **Everyday Machines and How They Work**<br>McGraw-Hill |
| | Discuss units of power and relate to engine and machines. | |
| | Assign a report on sound waves and light waves, and how they travel. Call in a resource person to discuss the use and importance of X-ray. | Film:<br>**Sound Waves and Their Sources** |
| | Explain to the students the principles of reflection and refraction and have class develop a list of | Film:<br>**Reflection**<br>**Refraction**<br>McGraw-Hill |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| | examples of these from their environment. | |
| | From the models brought to class explain and illustrate the differences between concave and convex lens. | Film:<br>**Lenses**<br>University of Missouri |
| | Perform the following experiments to illustrate the various uses: light combustible material, demonstrate principle of camera by projection image of window on wall. | Transparencies:<br>**Magnetism and Electricity**<br>Curriculum Materials Corp. |
| | Methods of producing electricity static<br>A.C.<br>D.C. | Transparencies:<br>**Comparison of DC and AC Power** |
| | Conduct a tour of local power plant. | |
| | Through the use of flowcharts show how electricity is brought to the home. | Film:<br>**Electricity: From Power Plant to Home**<br>McGraw-Hill |
| | Explain the function of the meter and how to read it. | |
| | Have the students make a list of the various places in which an accident with electricity might occur. | |
| The world of living matter | Discuss with the students the cell as the basic unit of life. Conduct a panel discussion on Darwin's theory of evolution. | Film:<br>**The Cell: The Structure of Life**<br>Coronet |
| | With overhead projector show enlargement of cell and explain structure. | Filmstrip:<br>**Photosynthesis**<br>Coronet |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| | Show film on Photosynthesis and discuss with class the importance of this process to human life. | Film:<br>**Photosynthesis**<br>Encyclopaedia Britannica |
| | Indentify and explain the steps in cell reproduction in relation to human reproduction. | Film:<br>**Heredity**<br>Encyclopaedia Britannica |
| | Have students make a list of traits that are inherited and discuss relationship of heredity and environment. | Film:<br>**Heredity and Prenatal Development**<br>McGraw-Hill |
| | Invite a pediatrician to class to visit with students concerning common misunderstanding of pregnancy and heredity. | **Biology, The Science of Life**<br>Steck-Vaughn |
| Functions of the human body. | Indentify and locate major organs of human body. Have students list primary functions. | Transparency:<br>**The Human Body**<br>Milliken |
| | Discuss how malfunction of major organs affects the body | Film:<br>**Human Body: The Skeleton**<br>Coronet |
| | Identify and discuss the following and relate to body functions:<br>Capillaries<br>arteries<br>antiers<br>veins<br>hormones<br>calorie<br>enzymes<br>tissues<br>muscles<br>glands<br>corpuscles<br>bone<br>tendons<br>ligaments<br>plasma<br>cartilage<br>vessels | Film:<br>**Blood** |
| | Have students trace the circulation of blood through major organs of the body. | Film:<br>**Hemo Magnificant**<br>Bell Telephone System |

| WHAT TO TEACH | HOW TO TEACH | MATERIALS |
|---|---|---|
| | Have students trace intake of food and follow it through the digestive system. | Film:<br>**Digestion of Foods**<br>Encyclopaedia Britannica |
| | | Film:<br>**How the Body Uses Energy**<br>McGraw-Hill |
| | | Film:<br>Human Body:<br>**Circulatory System**<br>**The Digestive System**<br>**The Excretory System**<br>**Muscular System**<br>**The Nervous System**<br>**Nutrition and Metabolism**<br>**Respiratory System**<br>Coronet |

# EVALUATION

# STANDARDIZED TEST

Standardized test will always be a part of any good educational program and can be valuable if used right, but if misused can become an unforgettable, horrifying experience for the adult student.

Here are some concerns which the teacher MUST keep in mind when considering using standardized test with adults.

1. This is perhaps the first time the individual has ever taken a formal test.
2. Individual must understand what is expected of him or the test will be of no value.
3. The teacher needs to be alert at all times to answer all questions.
4. Make sure the individual is physically comfortable and mentally at ease.
5. Explain the results of the test to the individual as soon as possible.

**REMEMBER A TEST IS NOT AN END IN ITSELF**

Recognizing that the best test selection is made with specific problems and objectives in mind, the teacher should consider the following test suggestions as broad guidelines and not as the final answer.

## ACHIEVEMENT TEST

| | | | |
|---|---|---|---|
| **Basic Reading Inventory** | Adults | Scholastic Testing Service | Designed for use with typical groups such as functionally illiterate adults who are retarded readers. |
| **California Achievement Tests** | Grades 1-9 | California Test Bureau | A survey type of test including reading, language, and arithmetic tests. |
| **Contemporary Mathematics Test** | Grades 3-12 | California Test Bureau | Provides an indication of the extent to which any student or class has mastered the course content. |
| **Durost-Center Word Mastery Test** | Grades 9-13 | Harcourt, Brace & World | Measures ability to learn meanings from context. |
| **Iowa Silent Reading Test** | Grades 4-8 | Harcourt, Brace & World | Location of Information |
| **Iowa Test of Basic Skills** | Grades 3-9 | Houghton-Mifflin | Measures achievement in functional skills and samples these skills more deeply than does the California Test. |
| **Metropolitan Achievement Test** | Grades 1-9 | Harcourt, Brace & World | Good for testing achievement in vocabulary, reading, comprehension and arithmetic skills. |
| **S.R.A. Reading Record** | Grades 6-12 | Science Research | Reading rate, comprehension, vocabulary. |
| **Stanford Achievement Tests** | End of first grade through ninth | | Reading, spelling, and arithmetic. From third grade and up, other language arts are included. From fifth grade and upward, tests of social studies and science are given. |

## APTITUDE AND INTEREST

| | | | |
|---|---|---|---|
| **Aptitude Tests for Occupations** | Adults | California Test Bureau | Intended to aid in vocational counseling of adults by providing useful information on individual aptitudes and potentialities. |

| | | | |
|---|---|---|---|
| **Kuder Preference Test** | Adults | Science Research Assoc. | Suggest promising vocational areas based on personal and social preferences. |
| **Multiple Aptitude Test** | Grades 7-13 | California Test Bureau | This battery is designed to provide differential aptitude data which can be used to help individuals understand their aptitudes. |
| **Occupational Interest Inventory** | Adults | California Test Bureau | Designed to aid in discovering the individual's basic interest patterns. |
| **Gordon Personal Profile and Personal Inventory** | Adults | Harcourt, Brace & World | Easily administered instruments yielding dependable measures of eight aspects of personality. |
| **Survey of Interpersonal Values** | Adults | Science Research Assoc. | Show relative strength of a person's motivational pattern. |
| **Survey of Working Speed and Accuracy** | Adults | California Test Bureau | Designed to measure skills required in various types of clerical and allied work in offices and factories. |

## DIAGNOSTIC TEST

| | | | |
|---|---|---|---|
| **California Arithmetic Test** | Grades 1-9 | California Test Bureau | Measures achievement in arithmetic and provides individual diagnosis of learning difficulties. |
| **Diagnostic Reading Scales** | Grades 1-8 | California Test Bureau | These tests are designed to identify reading deficiencies that interfere with adequate reading. |
| **Diagnostic Tests and Self-Helps in Arithmetic** | Grades 3-12 | California Test Bureau | Designed to help diagnose special weaknesses in fundamental arithmetic skills. |
| **Durrell Analysis of Reading Difficulty** | Grades 2.5-6 | Harcourt, Brace & World | Difficulties in the following phases of reading are analyzed in detail: silent and oral reading, listening comprehension, word analysis, phonetics, faulty pronunciation, writing and spelling. |

**Gates-McKillop** All Grades Columbia University

Diagnoses: word perception, phrase perception, blending word parts, giving letter parts, giving letter sounds, naming letters, recognizing visual forms of sounds, auditory blending, spelling, oral vocabulary, syllabication, auditory discrimination.

**Gilmore Oral Reading Test** Grades 1-8 Harcourt, Brace & World

Performance ratings for accuracy, comprehension and rate grade equivalents for accuracy. Uses graded reading selections.

**Gray Oral Reading Test** Grades 1-6 Bobbs-Merrill

Provides diagnostic insight through types of errors and check list of observations. Uses graded reading selections.

**Stanford Diagnostic Reading Test** Grades 3-8 Harcourt, Brace & World

Identification of specific strengths and weaknesses in reading comprehension, vocabulary, syllabication, auditory skills, various aspects of phonics analysis, and rate of reading.

## READING READINESS

**Frostig Development Test of Visual Development** Grade 3 Follett

Measure eye-motor coordination, figure ground, constancy of shape, position in space and spatial relationships.

**Gates Reading Readiness** Grade 0-1 Columbia University

Picture direction, rhyming, word matching, reading letters, word-card matching.

**Lee-Clark Reading Readiness** Grade 0-1 California Test Bureau

Matching visual discrimination of similar and different letter symbols, vocabulary and following instructions.

**Metropolitan Readiness Test** Grade 0-1 Harcourt, Brace & World

Word meaning, listing, matching, alphabet, numbers, and copying.

# THE FIRST DAY . . . HOW TO HANDLE IT

## WELCOME ACTIVITIES

The teacher introduces himself by writing his name on the board, pronouncing it and telling the class about himself.

Familiarize students with the ABE program by giving information concerning hour and dates for the class, materials to be used, activities which students may look forward to and the certificates which will be offered. Compliment students on their decision to enter school again.

Give information about other classes in operation in the city and state.

## INTRODUCTION ACTIVITIES

Place a guide for introduction on the board and ask each student to introduce himself. The guide may include such items as name, address, family, church, club, hobby and work. Emphasize that to provide information for every category is NOT necessary; each student chooses information he desires to give.

Group the class in twos and give a few minutes for the pairs to learn about each other. Each person introduces his partner.

Gather information about each student either by letting them write something about themselves or by securing this information verbally from those who cannot write. The teacher then introduces each member of the class.

Have a get-acquainted talk period; then ask persons to tell something interesting about other members of the class. (Students should give their names orally first.)

Involving class members in an activity such as arranging seats, serving coffee or getting supplies moved, relaxes students.

Greet students warmly at the door and write each name on a card. Pass cards out, later, and have student to introduce the person whose cards he draws.

## DIAGNOSTIC ACTIVITIES

While students socialize, drink coffee, look at television or browse through magazines or books, the teacher is free to talk briefly or administer diagnostic reading scales to individuals. Students orally read from graded reading exercises until he experiences difficulty. He may be placed in this level.

Use a list of graded vocabulary words. When students experience difficulty the information is recorded.

Prepare a teacher-made test in arithmetic including both computation and reasoning problems. The test should include problems of graded difficulty from simple to more complex. It should include the following skills:

Addition with no carrying
Addition with carrying
Addition using dollars and cents
Subtraction with no borrowing
Subtraction with zero difficulty
Subtraction with borrowing, but no zero difficulty
Multiplication with one multiplier
Multiplication with a two-digit multiplier
Long division with a one-digit divisor
Long division with a two-digit divisor
Addition, subtraction, multiplication and division of fractions
Addition, subtraction, multiplication and division of decimals
Problems of measurement
Percentage problems

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